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Four regional workshops in vocational guidance were designed to inform and update school counselors, teachers, and administrators concerning the working conditions, requirements, and opportunities in business, industry and the service occupations for certain industrial areas in Indiana, namely Evansville, Hammond, New Albany, and Wabash. Each seminar consisted of a 3-week intensive course in which businesses, industries, and various services were visited and discussions were held with management, personnel directors, and on-the-job personnel. The specific objectives included: (1) to help counselors more fully understand the relationship between the school curriculum and vocational opportunities in community, (2) to acquaint counselors with occupational information materials, the sources and effective utilization of such materials, and (3) to prepare school counselors to relate understandings of vocational offerings and vocational opportunities to students -- therby providing sound vocational counseling. (CH)

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Vocational Guidance Seminar

A Report of a Summer Project

for

Administrators, Counselors, and Teachers

June 17-August 9, 1968

VT008455

Office of State Superintendent of Public Instruction

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VOCATIONAL GUIDANCE SEMINAR

A Report of a Summer Project
for Administrators, Counselors, and Teachers
enhancing their knowledge about the World of Work
and aiding them in helping students
in Vocational Development and Choices

June 17 - August 9, 1968

sponsored by

The Evansville, Hammond, New Albany, and Wabash School Corporations

directed by

Dr. Rolla F. Pruett	Coordinator of Guidance Services
Mr. Andrew Adaska	Coordinator at Hammond
Mr. William Killion	Coordinator at Evansville
Mr. Francis Morrison	Coordinator at Wabash
Mr. James Williams	Coordinator at New Albany

funded by
Division of Vocational Education
Indiana State Department of Public Instruction
Indianapolis, Indiana
November, 1968

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DATE: April 28, 1969

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FOREWORD

The following is a report of the four regional workshops in Vocational Guidance designed to inform and update school counselors, teachers, and administrators' knowledge of the working conditions, requirements, and opportunities in businesses, industries and other services in industrial areas in Indiana, namely Evansville, Hammond, New Albany and Wabash.

The first of these seminars began in Evansville on June 17, and the last one started in Wabash on July 22. Each seminar consisted of a three week intensive course in which businesses and industries and various services were visited and discussions were held with management, personnel directors, and on-the-job personnel.

These workshops were sponsored by the State Department of Public Instruction, Division of Vocational Education and three semester hours of credit were given to the participants under the auspices of St. Francis College, Fort Wayne, Indiana.

ACKNOWLEDGMENTS

The success of these workshops was the result of many persons working long hours in advance planning and in communication with each other throughout the duration of the program. A complete list of these people is impossible; however, the following are those who deserve special recognition.

Mr. Richard Wells, State Superintendent of Public Instruction, Mr. Robert Hewlett, State Director of Vocational Education, Mr. Thomas Garrison, State Supervisor of Vocational Guidance, and Mrs. Sparkle Crowe, State Director of Pupil Personnel Services are acknowledged for their support and direction at the state level.

Appreciation is extended to St. Francis College and Sister Amataro for providing the assistance by which the participants could earn college credit for their summer's work.

To the administrative personnel of the Evansville Area Vocational School, Hammond Technical High School, New Albany Scribner Junior High School, and the Honeywell Memorial Center at Wabash who so graciously provided facilities for conducting these workshops and to the four special secretaries who typed all the necessary papers and reports used in each of the areas our sincere appreciation is extended.

Finally to every business, industry, and service a genuine note of appreciation is given. All participants were graciously received and were given personal attention in spite of the management's and personnel managers' busy schedules. Thank you for your hospitality. This was, indeed, a learning and most worthwhile experience.

Dr. Rolla F. Pruett
State Workshop Director

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I. INTRODUCTION

The late President Kennedy once said about Education: "Our progress as a nation can be no swifter than our progress in education. Our requirements for World leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity."

In our world of work today changes are occuring so rapidly that what is learned today may have to be unlearned tomorrow thus making it impossible to complete an education.

Yet in spite of change - economic progress is being held back by a growing shortage of skilled workers, men and women with the training and ability to meet the challenge of automation and the electric computer.

The problem can be stated simply as the crisis in American education - a crisis arising here and now from the interaction of three great historical forces: Our technological revolution, our population upsurge, and the civil rights that has set twenty million of our countrymen on the march for a better share of our national abundances. It can be stated even more simply by saying that we are in the race between the modernization of our economic machinery and the modernization of our manpower, and right now manpower is losing the race!

The need for skilled labor is urgent because the percentage of the total labor force classified as unskilled is rapidly diminishing. It is estimated that automation is eliminating 40,000 jobs weekly across the nation; at the same time, however, it is creating new jobs, but these are skilled and technical ones.

Mouly who has done some research in Industrial Revolution says:

"Automation has increased our power of production beyond our ability to comsume so that we are now faced with the unbelievable task of maintaining the purchasing power of a large number of people who are no longer needed to produce!"

If this is true, we may be well on our way to achieving Bertrand Russell's prediction that work will be eliminated from the face of the earth.

Just a few years ago it was adequate and, therefore, sufficient for a young man or woman to learn one skill - profession - or career because this was all he or she ever needed for the world of work. But now it is predicted that the youngest generation today may have to learn anywhere from three to six entirely different careers in their lifetimes in order to keep pace with the changing times!

Yet, ironic enough one of our weakest guidance services in our secondary schools today is occupational and vocational information.

High school counselors, I'm afraid, aren't too informed concerning occupational and vocational information. Many are too prone at counseling with the college bound without realizing that the college bound student also needs vital information concerning occupations - vocations - careers. Thirty-six per cent of our Indiana high school graduates go on to college; probably fifty per cent of these never receive a college degree.

Many of these were mis-guided, mis-directed, mis-counseled. We must get away from the false notion that a college degree is a panacea.

What occupational and vocational information is proffered in high school is often too late, for vocational choice in its broadest sense actually begins in early childhood. For at the elementary level is where realistic vocational orientation should begin...bearing in mind, however, that pupils at the junior high and earlier are often psychologically unready to make a reasoned vocational choice although they can profit from vocational discussion and exploration.

No one knows exactly how a satisfactory vocational choice is made. However, most theories of vocational choice emphasize that it is a process not a single decision and that it begins early in life.

Vocational guidance must be an integral part of the total program of vocational education. Therefore, let me suggest that:

1. Vocational Counselors recognize the needs of all persons for training and retraining.

2. Vocational Counselors prepare themselves for improved understanding of the world of work.

3. Vocational Counselors familiarize themselves with job requirements and opportunities for preparation for employment.

4. Vocational Counselors accept innovations in education, programs, methods and materials that do, in fact, lead to improved educational practices in the preparation of all persons for gainful employment.

5. Don't forget to emphasize enough the right of the child to participate in his own development. The Counselors must be aware of the fact that educational and vocational guidance is not a dichotomy! The Counselor must be acutely aware that his primary task in vocational guidance is that of developing a maximum range of vocational maneuverability in the students he counsels!

For it is incumbent upon all of us to develop and maintain viable programs of vocational education which serve all youth and adults, regardless of the point of entry into the world of work!

Dr. James B. Conant in his nationwide study of our high schools called guidance..."the keystone in our educational arch!"

Guidance, however, is like the atom. Everybody talks about it but not too many people understand how it works. In the last few years, guidance has undergone a tremendous growing popularity. Yet in spite of this it still remains a vague, even controversial, word in the minds of many parents, as well as some educators. Some people feel it might be usurping parential authority. Others believe it may coddle and spoil our children.

Actually, good guidance does none of these things. And in its broadest sense, it's something that wise teachers have been doing for centuries, as when Socrates said to his students: "Know thyself."

Nevertheless, guidance as we know it today is a complex Twentieth Century development, not much more than a generation old.

By the simplest definition guidance is a systematic attempt to: (1) size up a child's potential; and (2) steer him in the proper direction to achieve it. For the ultimate aim or goal of education today is to see that every child is educated to the limit of his capabilities...be he slow, average, or brilliant!

As it has been stated before vocational choice is a process - not a single decision and that it begins early in life.

It is not surprising that a child should develop early interests in a wide number of occupations. From the time he can understand words, he is asked, "What are you going to be when you grow up?" His first response may be "just like Daddy" or "like the policeman."

In play, children often assume occupational roles. Sometimes they are cowboys, and other times firemen, nurses, doctors, mailmen, policemen, soldiers, and jet pilots. The little girl with her nurse's kit or the boy with his gas station set are making their first explorations into employment possibilities.

The roles that girls and boys act out may reflect the breadth of their knowledge of the occupational world as well as their attitudes toward various workers.

As children grow older, they still may not understand the value of making a sound vocational decision, but most of them understand the importance of work in adult living.

However, as a result of the influences exerted by peers, parents, teachers, socio-economic groups, and tradition, the vocational choices of many young people tend to be unrealistic. Many studies have indicated that high school and even college students often make unrealistic choices in relation to their aptitudes, interests, and abilities.

An illustration of unrealistic vocational choice in relation to opportunities was reported by Dale. In reporting the vocational choices of some 1600 boys and girls in the eighth grade in the Cincinnati Public Schools, the author wondered what this city - with these young people as its sole inhabitants - would be like in ten years if their vocational choices materialized. Health services would be more than adequate, since there would be one doctor for every eighteen inhabitants and one nurse for every eleven; yet the city would have no garbage disposal facilities, no laundries, and no water supply. And it might be difficult to call a doctor in a city having only three telephone operators, four switchboard operators, and no telephone lineman to make repairs. Local transportation difficulties likewise would arise with only two bus drivers as compared with sixty-seven airplane pilots. It might be difficult getting to the baseball park to see the forty baseball players.

Because of the need for better and more effective vocational counseling we find many high school students unfamiliar with the world of work. For example, how many times I have asked high school students what their fathers did and many could not tell me. Oh, yes, they knew where he worked but they did not know what he did specifically.

A study conducted a few years ago by the United States Office of Education revealed that high school seniors could name only a dozen or so careers as occupations.

Don Super emphasizes vocational development rather than vocational choice. Choosing a vocation is regarded as a process, not an act, and vocational development cannot be separated from development of the whole personality. In Super's own words vocational development is: "An ongoing, continuous, generally irreversible, orderly, patterned, and dynamic process, which involves interaction between the individual's behavioral repertoire and the demands made by society, that is, by the developmental tasks. Vocational development is essentially a process of compromise or synthesis." It is usually not accomplished by a single decision; rather it is a long term process that continues by stages throughout one's life.

A one hundred years ago man thought he had solved all nature's secrets. "There is nothing left to discover," he said. We know how foolish such thinking was. In the past twenty-five years man has gained more new knowledge than in all previous history. He has peered farther into the reaches of infinity than ever before. Yet each forward step brings him to new - ever expanding frontiers.

These changes have been brought about by our human resources! And today the greatest challenge facing guidance, education, our nation - yes - even humanity is the conservation and development of our human resources!

Margaret Mead, the famous anthropologist, has said: "For the past fifteen years we have entered into the world of automation. So rapid is the advancement of automation that it defies the imagination." Because of this rapid change, it is becoming increasingly difficult to plan the curricula that is needed to prepare our young people for their world of tomorrow. Until such time as new curriculum is geared to meet the demands of these new jobs, the school counselors will need to fill the void by making students aware of their need to start preparing now and not later for their future careers!

The greatest stumbling block to progress is man's resistance to change. Unless teachers, counselors, and vocational teachers can keep abreast of new ideas and help young people to overcome their resistance to change, our way of life as we presently know it will come virtually to a halt! This is the hope of Communism. Can we afford to make this sacrifice?

Let's consider for a moment: Often times how are vocations chosen or selected by our youth? Some by careful study and analysis - and counseling - like round pegs in round holes - by self-inventory (know thyself), but others often by hit and miss. And there must be many of these, since a recent study by the Department of Labor revealed that nearly one half of workers are in the wrong field - because they said so in a survey.

Still others are forced into an area by parents who are often trying to relive their lives via their children. How many times I have heard mothers say: "If my son doesn't become a lawyer or medical doctor, I'll simply die" - not realizing that maybe Johnny doesn't have an interest in - or apptitude for - or desire to become a doctor or lawyer. How much happier they might be in a related field.

How many parents are forcing their sons and daughters into college when they shouldn't be there nor want to be there. One of the very serious drawbacks to our vocational education program is the attitude of the parent toward vocational education, and therefore the stigma they've attached to it.

Many parents feel that if a boy or girl is enrolled in vocational training program that this a dumping ground for those who can't do academic work. Therefore, they are reluctant to have their children enrolled for fear of their being labeled as dummies! Of course nothing could be farther from the truth - for vocational education is a vital part of the curriculum - but we need to do a job of selling - to change this negative attitude.

Dr. John Gardner has written, "The Society which scorns excellence in plumbing because plumbing is a humble activity, and tolerates shoddiness in Philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water!"

Dr. Rolla F. Pruett

OBJECTIVES

1. To help counselors gain a better understanding of the way workers in various vocational settings perceive their work and the relationship of their work to their way of life.
2. To help counselors understand the rapid technological change taking place and the impact of this change on the work force.
3. To help counselors more fully understand the relationship between the school curriculum and vocational opportunities in the community.
4. To identify occupational trends which have significance for curricular change.
5. To establish and maintain open lines of communication between school counselors and the industrial and business community.
6. To acquaint counselors with occupational information materials, sources of materials, and the effective utilization of such materials.
7. To acquaint counselors with vocational resource persons and with effective ways of utilizing resource persons.
8. To help the business and industrial community recognize its role in preparing youth for the labor force.
9. The ultimate objective of the workshop is to prepare school counselors to relate their understandings of vocational offerings and vocational opportunities to students--thereby providing sound vocational counseling.

EVANSVILLE
VOCATIONAL COUNSELING

SUMMER WORKSHOP

June 17- July 5

Modern technology, which has created a rapidly changing and complex economy, has also increased the need for more accurate and detailed vocational counseling. Even the professionally trained, experienced counselors are finding themselves inadequately prepared to give occupational information and vocational guidance to those who so desperately need direction.

The passing of the Vocational Educational Act of 1963 has created a means for vocational education to surge forward in training young people in the skilled trades and technical areas. This surge forward has created an "accordian action" with counseling and guidance services struggling to close the gap. To close this gap counselors must become acquainted with industrial processes and with problems confronting personnel people in trying to place qualified employees in responsible jobs.

A program was developed to provide the time and opportunities for counselors to visit businesses and industries. Arrangements were made for them to talk with people on the job and with personnel and administrative people. This should help the counselors gain knowledge which will enable them to be more proficient in dealing with the non-college bound student.

The following is a report of the activities and results of the Vocational Guidance Workshop held at Evansville, Indiana from June 17, 1968 to July 5, 1968.

William D. Killion, Coordinator
Vocational Guidance Workshop
Vocational Counselor
Central High School
Evansville, Indiana

VOCATIONAL COUNSELING
SUMMER WORKSHOP PARTICIPANTS
EVANSVILLE AREA VOCATIONAL SCHOOL

June 17 - July 5

Name	Address	School
	Evansville-Vanderburgh School Corporation	
Arthur Adye	736 Englewood Drive, Evansville, Ind.	Glenwood
Raymond Jones	6415 Kratzville Rd., Evansville, Ind.	R. J. Reitz High School
Donald Klippel	R. R. #5, Boonville, Indiana	North High School
Dorothy R. Lang	1600 Garden Valley Rd., Newburgh, Ind.	North High School
William T. Pritchett	3319 E. Blackford, Evansville, Ind.	Wm. Henry Harrison High School
Paul W. Schmidt	2612 E. Missouri, Evansville, Ind.	North High School
Charles E. Smith	418 Tyler Ave., Evansville, Indiana	Wm. Henry Harrison High School
George Spurlin	6601 Plainview Dr., Evansville, Ind.	Central High School
William Winslow	4207 Tremont Rd., Evansville, Ind.	North High School
	Other Corporations	
Vera L. Douglas	R. R. #1, North Judson, Indiana	North Judson High School
Louva Graham	R. R. #2, Box 15J, Greenwood,Indiana	Perry East Jr. High School
Albert Porter	Dawn Drive, Aurora, Indiana	Aurora Senior High School
Marion Ross	125 Mary St., Shelby ville, Indiana	Triton Central High School
Elsie Ross	125 Mary St., Shelbyville, Indiana	-0-
Charles Valier	712 E. Ninth St., Mt. Vernon, Indiana	Mt. Vernon High School

EVANSVILLE SEMINAR
SCHEDULE OF ACTIVITIES
June 17 - July 5

June 17	8:00 a.m.	Assembly and introductions. Room 41, North High School
	8:30-9:30	Tour North High School facilities
	10:00	Meet at Area Industrial Institute for planning
	1:00	Tour of Area Industrial Institute
	2:00-4:00	Planning
June 18	8:00-10:00	Discussion of training programs. Mr. Rowen, Mr. Utley, Mr. Schneider, Miss Stevens.
	10:30-12:00	On-the-job Training--Work Training in Industry--Mr. Al Pitt
	1:00-3:00	Recapitulation and planning
	3:00-4:30	Handicapped training programs. Mr. Kern, Mr. Johnson, Mr. Litschi
June 19	8:00-9:30	Vocational testing and Interest Inventories. Mr. Bob Garnett.
	10:00-12:00	Chamber of Commerce. Mr. Paul Wright, Mr. Harry Thompson.
	1:00-4:00	Employment Opportunity Center. Mr. James Van Vorst, Mr. Bob Bradley
June 20	9:00-12:00	Indiana Bell Telephone Co.
	1:00-2:00	Business office of Southern Indiana Gas & Electric Co.
	2:30-4:00	Ohio River Plant S.I.B. & Co.
June 21	8:00-9:30	Evansville Metal Products. Mr. Fritz Zurstadt
	10:00-12:00	Citizens National Bank National City Bank - Mr. Hughes Credit - Thrift
	1:00-2:00	Planning
	2:00-4:00	DeJongs - Mrs. Clark Strouse - Mr. Strouse

June 24	8:30-12:00	Freeze Dry-Mr. Flagg, Jr.
	1:00-2:30	Bunny Bread-Mr. Holleman
	3:00-4:30	Planning and recapitulation
June 25	8:00-9:30	Planning
	10:00-12:00	Kent Plastics-Mr. Wathen
	1;00-4:30	Alcoa-Mr. McManus
June 26	8:00-9:30	L. Berman- Mr. Brantly (2 or 3 men)
	10:00-12:00	Zeidlers Flower-Mr. Dauble
	1:00-4:30	Workshop and project work
June 27	8:00-12:00	Open time
	1:30-4:30	Mead Johnson-Mr. Plane
June 28	8:00-8:45	Area Industrial Institute-Board bus at 8:45
		All day program through construction areas.
July 1	8:00-9:00	Planning
	9:30-4:00	Welborn Hospital
July 2	8:00-1:00	Whirlpool
	9:30-12:00	Evansville Store-Mr. Spangler
		Sears-Mrs. Pfender
	2:00-4:30	Karges Furniture-Mr. Karges
July 3	8:00-12:00	Open Time
	1:00-4:30	Mr. Sam Bianco
July 4		Holiday
July 5	8:00-4:00	Wrap-up and completion

EVANSVILLE RESOURCE PERSONNEL

June 18, 1968

Speakers were:

Miss Joyce Stevens, R.N., Practical Nursing School
Mr. John Snyder, T & I Program, North High School
Mr. Russell Rowen, Director of Adult Vocational Education
Mr. George Utley, Coordinator of Area Industrial Institute

Mr. Snyder:

Job Placement: Each boy, upon reaching his senior year, is given a rating card. This card shows the boy's attitude, personal appearance, safety, workmanship, industry, perserverence, physical condition, etc. It is rated by numbers from five to one, with five being the top. The card is turned in to the Coordinator's office. In the second semester of the senior year, if there is a call for a student to fill a job, the Coordinator refers to the rating cards to determine which boy is to be sent on the interview. The student must be 18; therefore, the best student may not always be sent out first. If the boy is hired, he can work during the second semester. He is given credit for shop and work experience. The boy is also given a sheet called a Cooperative Work Experience Report. He gives it to the employer to fill out and then brings it back to the office. The employer rates the boy on this sheet in terms of courtesy, initiative, willingness to follow instructions, job performance, appearance, and any other comments. If the boy is not doing satisfactorily, the school has the right to bring him back off the job. The school checks on the boy periodically to see if he is doing well, or if there is some area where the school could do more to help him. If the boy is not satisfied with the job, he has the opportunity to try something else.

Students who have finished their military service may still come to the school for help in job placement. Some employers want only people who have completed their military obligation.

This program has had much success. The correlation between the instructor's rating and the boy's success on the job is quite high. Counselors must be familiar with the boy's program and see that he takes the subjects he must have. The school schedule can be arranged around his work schedule. The counselor must see that the boy comes in to take the examinations he must have in order to graduate.

Miss Stevens:

The School of Practical Nursing is part of the Department of Vocational Education, the adult or post-high school phase. There are two programs offered. One is the School of Practical Nursing, which is comparable to most schools of this nature across the country. There are schools at Terre Haute and Hobart for high school students. There is also one at Calumet, and some hospital affiliated schools. The Evansville program enrolls two classes a year. There are now fourteen and the fifteenth will be enrolled this year. Classes enroll in September and February. The tuition is $100 for residents of Evansville and Vanderburgh County and $200 for non-residents. Additional costs are approximately $100. This covers the expense of books, uniforms and lab fee. Graduates of this program may become licensed after passing the written examination given by the Indiana State Board of Nurses' Registration and Nursing Education. A licensed practical nurse is qualified to give nursing care under supervision in simple nursing situations and to function as assistant to the registered professional nurse in other situations. So far, this program has had 90% of its graduates pass the State Board Examination on the first attempt.

Welborn Memorial Baptist Hospital has established a loan fund from which students may borrow as much as $150. The money is to be repaid within one year after graduation or withdrawal from the program. The program is 12 months in length.

Students may be referred to the School of Practical Nursing, where they will be sent an application which is returned to the school. They are then scheduled for pre-entrance tests. The test used is a GATB test. After the results of the test are received, an application fee of $5 is required as proof of serious intent. The high school records are inspected, and references are contacted. An interview is set up. Attendance at school is very important.

The average starting salary of an LPN is $2.20 or $2.30 per hour. Nurses' salaries are going up steadily.

Students do not have to have specific subjects in high school, nor a high school diploma. They must, however, be able to pass the GED equivalency test.

Another program is the Surgical Technical Aide Training Program. It is ten months in length and offers opportunity for those without previous nursing experience or preparation to specialize in this area. The surgical technical aide is qualified to function as a member of the surgical team and to perform specific functions in an oeprating room or other area of asepsis under the direct and continuous supervision of the qualified professional nurse and physician. The additional costs for this program are only $50. Graduation expenses are approximately $15. There are 16 in each class. There is a higher drop-out rate, which is to be expected, since this is a very specialized type of work. Nurses and technical aides should be prepared to go to another location to work if necessary.

The technical aide spends 1/3 of her time in classrooms, and the rest in practicing her work with surgeons. The pay rate is comparable to that of the LPN.

Mr. Utley:

The Area School has students from a large area around Evansville. They range in age from 19 to 59. Some have had high school and some have not, but that is not considered important. Trainees are paid an allowance and travel pay to and from school. There is a Basic Education class for those who have not had enough high school to be able to get a job. This course is often taken in addition to the vocational training. The Basic Education class prepares the trainee for the GED test. A good percentage of the students have taken the test and passed it. The Area School has course in Bookkeeping, Clerk-Stenographer, Welding, Motor Winding, and Machine Shop. The courses vary in length from 16 to 48 weeks. This training is for people who have difficulty in finding a job because of their lack of training and skill. It will give the trainee a good background in the skill he is learning, and give him the opportunity to obtain a job that he would otherwise not have been qualified for.

To get into this program, you must apply to the Employment Service. They will interview the prospective trainee and give him an aptitude test--the GATB. If the person qualified on the basis of his test score, he is enrolled in the program. Students may be added at any time during the course. They will be held over into the next class so that they may receive the full benefit of the training.

There are rating sheets filled out by the instructor on each trainee every two weeks. These rating sheets are helpful in giving prospective employers the information they need about the trainee, and also help the instructors by showing how the student is progressing. A certificate is awarded to students completing at least 80% of the course. For over 70%, a certificate of achievement. The training allowance is $38 base, with an additional $5 for each dependant up to six. In addition, there is a travel allowance. A youth with no dependants would receive approximately $20 per week.

The purpose of this school is to give the trainee a job skill and the confidence he lacks. The trainee also learns the importance of attendance on the job, and is taught how and where to look for the job he is qualified to do. Placement, however, is the responsibility of the Employment Service. When a student has completed his course, he is referred back to the employment office, where they will help him find a job as soon as one is available.

Mr. Rowen:

We must provide vocational education for all who need and want it. We will be losing good students to vocational schools if we do not provide them with what they want in the public schools. Counselors must make themselves available to students who need their help in deciding their future, whether it be which college to attend or what kind of job to find. Counselors should be available to the former student, also. The critical period for young people seems to be from 18 to 21 rather than from 13 to 16.

There is a great lack of communication between the counselor and student and the counselor and the men of the business world. Something must be done to remedy this situation. We must bring the business world closer to the student, and the businessmen must have a better understanding of the public school system and what the counselor is trying to accomplish. Counselors must be more familiar with the outside world so that they may be able to advise their students more realistically. There must be more flexibility in the schools--in scheduling, in ideas on education and training.

Mr. Al Pitt, O.J.T. & W.T.I.:

On-the-job training and work training in industry are considered to be the most economical and feasible ways to provide training in job opportunities by the Labor Department. These programs are designed to meet the needs of individuals of various educational, social, economic, and cultural levels. These programs were designed to fill the many needs of different industries for skilled and semi-skilled employees. O.J.T. provides training for all people of all ages. W.T.I. is

designed to meet the particular needs of the age group of from 16 to 22, where the largest number of unemployed are to be found at this time. W.T.I. is funded by contract between the Bureau Works Program and Vanderburgh County Community Action Program. Some firms are reimbursed for the cost of training the people they hire. The completion ratio of the program is 3 1/2 to 1. The average cost of each person in training is $364.96. Many trainees who started on O.J.T. have been registered with the apprenticeship programs. Selection of individual trainees is by the training firms. Trainees are both white and non-white, male and female, and some are handicapped. Some are in the age ranges usually considered to be undesirable to employers--under 21 and over 38. The W.T.I. trainees are usually from the Neighborhood Youth Corp programs. Five related educational classes have been set up. They include drafting, clerical, pre-nurse aide, retail sales, and pre-entry into multiple occupational industrial training, which provides instruction for the use of tools and measurements. With the presence of O.J.T. and W.T.I., the school has an additional tool to help the student who cannot afford to go to college. He can enroll in an industrial school and earn while he is learning a good skill. Trainees are tested to determine their capabilities and placed in the field which is best suited to them. Some disadvantaged youths are difficult to help because they have no confidence that they will receive anything of value. They have no idea of the opportunities available to them. The counselor needs to inform them and convince them that they can be useful members of society, even without a college education. Students should be referred to the N.Y.C. for W.T.I. training. Only N.Y.C. is qualified to determine the person's eligibility. The primary factor involved is the family income. The numbers to call for these two programs are:
425-4231   425-4241

June 19, 1968

Speakers:

Mr. Herman Litschi, Vocational Rehabilitation Department
Mr. Frank Kern, Association for the Blind
Mr. Durward Johnson, Rehabilitation Center

Mr. Litschi:

Disabled persons: The problem of locating disabled persons can be made less difficult with the help of the school nurse, who has access to the students' health records, and the counselor. The disabled person may be limited in vision, hearing, eyesight, or a diabetic, etc. These disabled persons are eligible for financial help in the way of tuition, maintenance, books, and other things necessary to see that he gets the kind of training he needs. This financial aid is for anyone, regardless of income or abilities. It is not only for college, but for any type of training for which the person is capable. These people need vocational readiness. They need to know their abilities and limitations. These can be determined by tests. Some people can learn only by the direct, "show me" method. They can still be taught a worthwhile skill. Counselors can send the disabled person to the Rehabilitation Center for help.

Mr. Johnson:

The Rehabilitation Center has four divisions. One is the Child Development in pre-school children. The children receive therapy from the Center. The teachers are furnished by the public schools.

Another division is the Communications Division. It concerns special therapy and audiology. There is an audiology clinic which gives examinations comparable to those given at I.U. and Medical Center for persons with hearing difficulties.

The Physical Medicine Division involves physical therapy on an out-patient basis. These people are usually referred to the Center by their own doctors.

The Diagnostic and Special Counseling Division is to evaluate and test the individual through aptitude tests. For special problems, there is individual testing. Comprehensive Vocational Evaluations take the patient into work samples. This means that one small segment of the job is used as a test. An example is a contract from a large firm in this area. More important is the individual's work behavior. They must be able to get along with others and cooperate.
Special counseling is restricted to the individual with vocational problems or an alcoholic problem. More is being done with the alcoholic problems recently. The vocational counseling is on the same level as the high school counselor.

Mr. Kern:

The Association for the Blind works with all types of physical and mental disabilities. The greatest disability seems to be illiteracy. The association is trying to get these people into employment or into the competitive market. Several have been placed in good jobs, and companies are now beginning to call and ask for good workers. The Association serves cases throughout the three-state area. There are special services available through the Association such as communication training (braille and typing for blind) and mobility training (cane). About 2/3 of people who come to the Association during the day are not visually handicapped. These people need an opportunity to develop work habits, attitudes, and methods. They are provided sheltered employment, if they are not able to be placed in outside work. There are about 65 handicapped people earning $1.75 an hour at the Association at the present time. The Goodwill has about 120 working for them. They have opportunities for vocational training that are not available at the Association. Indiana needs a program for vocational training for handicapped people. If they can be trained, they can be placed in a job.

June 19, 1968

Speakers:

Mr. Harry Thompson, Vice President, Old National Bank
Mr. Paul Wright, Evansville Chamber of Commerce

Mr. Thompson:

The problem of business and industry is getting the best educated people. They want the assurance that their people will be with them ten years from now. Students reach a point where they are bored with school and want to get out on their own and get a good job, but they do not want to take time to make themselves prepared for it. It is the counselor's job to see that the student has the right objectives and is looking to the future.

Questions to think about:

Does the two-lane system give counselors sufficient leeway to be able to direct students? Do you have sufficient help in counseling and directing students?

Do you have available information about job opportunities in Evansville? Are you able to get rapport with industries? Do you have the opportunity to get counseling to direct students into building trades?

What type of information would you like to have in order to counsel in these directions? Can the Chamber of Commerce help to create a closer rapport between you and the job community? Can they help you prepare the student to move out into the business world?

When there are no jobs available for the trained, skilled worker, he will go elsewhere to find work. Between the time the student comes from the counselor to business and industry there is a void. Something is needed to fill it in. There will be 19,000 jobs open in the next ten years. Thirty percent of the people who fill these jobs will be college trained. Three-fourths of them will be under 30. In 1972, over one-half of the employees will be under 40 years of age. A college degree is considered the ticket to success in business; but even though it opens many doors, the person when hired, must prove himself. In industry, there are opportunities available for those with or without a college education.

Would it help the counselors if there were a kind of index of job catagories in Evansville and the training that those jobs would require? It might include an estimate of how many people would be needed in each field in the next five years. This could be an incentive to business to locate in this area. It is suggested that it be arranged for the counselors and businessmen of the area to come together in a social atmosphere and therefore have a chance to exchange ideas and get acquainted with each other. It seems necessary that counselors and businessmen compare ideas and opinions in order to work out a solution to the present problems. There could be a program in which high school students, counselors, and businessmen could get together and talk.

There should be information available to the counselors, in the form of sheets, which they could give to their interested students, telling them about the job opportunities in this area, what training and skills are required, how to go about getting an interview, and who to see.

If you have further suggestions, you are asked to write a letter to either of these gentlemen in which you can put forth your suggestions or your experiences in other areas. Get your thoughts in order and tell them what the Chamber of Commerce can do to help you with your counseling duties.

Speakers:

Mr. James Van Vorst
Mr. Bob Bradley, Employment Opportunity Center

Mr. Bradley:

There is considerable emphasis on various facets of the war on poverty. The Employment Opportunity Center is basically a counseling center. Originally, it was the Youth Opportunity Center for persons under 22 years of age. Last September, it became a special service for any age group. Human Resources Development states that it is the basic right of anybody who can work to be given any help necessary to become able to do some kind of work. This goes into helping people who are receiving relief, such as ADC mothers. One of the programs involved is NYC. It is designed for drop-outs who have no skills. It provides Federal money which is channeled through the Community Action office and provides instructors so that these people may be put on the job. It is mostly a job conditioning process. Referrals to the NYC are made through the Employment Service and must be 16 years old and out of school. They must also be from a family with a small income. They are paid $1.25 an hour. Another program is the Job Corp. In this program, boys and girls must leave home and go to a camp for training to get them started in learning the basics for holding a job. Another program is called the In-School Program. It is for students from a certain income level in need of financial help of some kind to stay in school. They work less hours while in school. A minimum of 15 hours a week at $1.25 an hour. The people who need the kind of help that these programs are designed for are not the kind of people who come into the Employment Service. Counselors may come in contact with some of them. Therefore, they must know some of the things they can do for them.

Mr. Van Vorst:
There are two types of job corp camps: Conservation Camp, and Urban Camp. The Conservation Camp is smaller and takes boys of lower ability. The maximum stay in the Conservation Camp is two years. The Employment Service finds and screens boys for this camp. There is a chance that a boy can go to the Urban Camp after graduation from the Conservation Camp. The Job Corp will accept boys who have been in mental institutions and/or have had trouble with the law, so long as it was not a major felony.

There have been added provisions to the MDTA whereby individual referrals can be made for specific training. Individuals who have the potential for a specific field, but cannot afford the training, can receive help from the MDTA. People who don't have a year of work experience can qualify for a youth allowance of $20 a week under this program. There is, in most cases, a transportation allowance of $3 a day and a subsistence allowance if it is necessary to go to another area for the training.

Most of these come from poverty homes. The regular MDTA allowance is $38 a week. There is an effort to expose ADC mothers to training. Counselors must try to establish some kind of working relationship with these people. They must help them see their own needs and give them encouragement. The basic concern is to make the individual want to do something about their situation and find a way to do it. The Employment Service has five full-time counselors. Every applicant is assigned a counselor to work with. Veterans, older persons, and the handicapped receive special service.

The GATB test is to measure a wide range of aptitude scores that underlie most occupations. It measures nine basic aptitudes. There are twelve sections to the test: 1. Name comparisons. Clerical perception score in which you are allowed six minutes to complete the exercise. 2. Computation. Add, subtract, multiply, and divide. 3. Three-dimensional space. Spatial aptitude, shows general learning factor. Tests ability to think abstractly. 4. Vocabulary. Verbal score. Pick out words that are the same and opposite in meaning. 5. Tool matching. Pick out which tools are like the model. 6. Arithmetic reasoning. Word problems. 7. Form matching. Discriminate sizes and shapes of geometric figures. Look at items and compare. Work fast and make right choice. 8. Motor coordination. Mark making. Make three marks within a square in a given number of seconds. Tests ability for the hand to do what the eye sees. 9 & 10. Manual dexterity. Placing pegs in boards. 11 & 12. Assemble rivets and washers and put them in a board as fast as possible. Shows finger dexterity and ability for close work. After the tests are scored, the raw scores are converted into standard scores.

The SATB gives statistical evaluations of the test. It takes test scores as related to outside predicted criterion. This is more accurate. With each one of the specific batteries, a technical report is given which gives the name of the job, the DOT number that has been assigned to, aptitudes that the job analysis found to be important, sample used, where it was located, how big it was, whether it was employed workers or high school students, etc., and a fact sheet that gives a description of the job and abilities required. It will give predictive validity. With this test and scores, 50% of the workers will be good workers. There will be, however, false positives. These tests can be given in separate parts when only certain sections are required for selective purposes. For counseling purposes, the entire battery is given. There are over 412 different job descriptions in the SATB. This test has recently been made available to the schools. The scores are released to the schools in percentile ranks. If you need information at any time, you are invited to call the Employment Service.

Mr. Bianco:

Mr. Bianco came to explain the process of setting up the Youth Opportunity Carnival, which is also referred to as the Youth Opportunity Fair. The booklet which was distributed to the participants of the Workshop outlines in detail the procedure used in developing this first Youth Fair.

Throughout his discussion, Mr. Bianco spoke of the many organizations, such as the Chamber of Commerce, Kiwanis, and others, which provided invaluable help in planning and developing this type of fair. He explained that the developing of the booths for the participants was set up in multiples of eight feet, and each participant could purchase any number of these multiples for their display. He pointed out that the key to the success of this type of program is the involvement of everyone in the community. Much of the work that was done was volunteer or provided at a minimum cost by different companies and organizations.

The fair was basically designed for showing to the 11th and 12th grades, and open in the evenings to all members of the community. The surrounding community was invited to attend, as well as the Parochial schools, but because of lack of planning, some confusion developed. The plans for this year are to invite the surrounding community on a limited basis.

The first Youth Opportunity Fair was held during the spring, but it was suggested that the next be held in the fall, and plans are now being made to repeat this type of program during this fall.

EVANSVILLE TOUR REPORTS

INDIANA BELL TELEPHONE:

This was a very well organized visitation. The personnel were extremely cordial and interested in meeting our needs. The program covered a tour with explanatory narration in each of the three divisions in the Evansville operation. The Traffic Department included the handling of local, long distance and informational calls. The Commercial Department included the receiving of payments, customer contacts and service, bill adjustments and collections, equipment promotion and sales. The Plant Department involves construction, installation of equipment, and maintenance and service equipment. Working conditions in all departments seemed to be very good, especially in the Traffic, Commercial, and inside plant areas. All employees seem to be congenial, respect each other, and have a vital interest in their own job and the company in general. Jobs are mainly "people to people" jobs.

Employment Practices and Procedures:

Application and interview
Education and age (other than 18 year minimum) not a major factor.
Non-discriminatory
Must be trainable and have potential for advancement.
Reference check includes check of personal and former employer, school check includes overall intelligence, attendance, basic English, etc.
Testing: Wunderlich for all, specialized tests for the job.
Consider possible personal arrangements of employee--transportation, family, responsibilities, future plans, etc.
General good health and practical physical qualities for the particular job.
Interest in the company and desire to work.
Must be flexible and willing to adjust to circumstances and competitive

Advancement:

Promotion from within the system
Management comes from the "line"
Seniority not as important as ability
Employees may transfer to another plant if they move

Earnings:

Traffic--$74 to $116 in five years
Commercial--$78 to $116
Plant--Depends upon type of job
Retirement--$125 per month minimum after 15 years
Fringe benefits include health insurance, sick leave, vacations, profit sharing, etc.

Specific jobs:

Tellers and cashiers
Entry information (downstairs desk)
Operators--local, long distance, information
Supervisors in all departments
Customer information
Customer service--bill information, collections and adjustments, equipment sales.
Teletype operator (very few typists)
Dispatcher for service
Equipment testers and checkers
Installers
Linemen
Construction
Maintenance--equipment and building
Cafeteria employees
Personnel Public Relations, other managerment
Custodial

KARGES FURNITURE CO.

Karges furniture company is a manufacturer of custom made furniture since 1886, sold only through interior decorators on special order. Due to a lack of wood carvers, much of the carved pieces are imported from Italy and also much of the wood. Due to our relations with France, imported wood has become scarce. Due to this, the owner must anticipate his needs very early--as much as a year in advance.

In completing the furniture, it must go through 22 finishing operations. There are three major divisions: assemble, finish, and upholster. Some of the jobs are machine wood carving, sanders, cabinet makers, painters, artists, finishers, and spindle carvers. Due to the size of the industry, each worker must be able to perform a wide variety of tasks on several machines. There are 120 employees in this non-union shop. They have decorators that set up a display in major cities. There are no educational requirements for the job. Most of the workers are skilled craftsmen who have learned their trade on the job.

The working conditions were pleasant with very little pressure being put upon the workers. This is partly due to the type of operation being performed. Since most of the men were older, more mature workers, there would be only a small number of job openings for the high school graduate.

WHIRLPOOL:

Mr. Warner Spencer, Personnel Supervisor in group personnel, told us that the most important qualification an applicant for any job can have is the ability to do well in all areas. In sales, engineering, and quality control, the applicant needs a high school education with a background of math or business functions. He can start working at Whirlpool and study at the same time, and in four to six years, he can get a degree. There is a reimbursement program for those with good academic backgrounds. They are looking for the good student who cannot go to college; the hard worker who is not capable of going to college. They want to know what kind of person the applicant is. To find out, they give a Wunderlich test, study the school transcripts, find out whether this individual is able to get along with others or whether he might have had disciplinary problems in school. Maturity seems to be the most important characteristic.

The starting salaries vary with the type of job. Some technicians start at $3.70 an hour. Accounting and secretarial workers start at from $70 to $90 a week, depending upon their education and experience. The greatest turnover seems to be among the female workers under 30 years of age.

Mr. Marvin Pitt, of the Labor Relations Department:

There are 6800 hourly rated employees. There are two unions, IUE, and UPGWA. Salaries in the assembly area range from $2.80 to $3.84 an hour. There are approximately 110 to 115 workers enrolled in their apprenticeship programs. These include millwrights, electricians, plumbers, cabinet model makers, etc. There are about 125 to 130 women workers in the plant area. There is no discrimination of any kind. The turnover is very high nationally, as compared to ten years ago. The major problem is absenteeism, especially in younger groups. In the older groups, the major problem is alcoholism. There is an AA program in cooperation with the unions, in which they are trying to help the alcoholic.

Many high school students are hired in early spring. They must be 18 years old. There are several education refund programs, in which the tuition is refunded if the student makes a C or better average. There are many recreational programs, and a choral group. They also have Seminars. Apprentices are paid for the time they spend in school. There are co-op programs with Evansville University, Cincinnati, and Purdue. There is no obligation to stay with the company after finishing one of these programs. These are primarily in the engineering field.

Larry Burns, of the Management Services Department, Data Processing:

Mr. Burns presented a movie about computers and their purposes and how they work. This department prefers to take people who have some ability for this kind of work and train them either by sending them out to school or by having a man come in to train them there, or by program instruction courses for the individual to study on his own. There are 50 to 52 people in this area. There are key punch operators, tape equipment operators, computer operators, programmers, and systems analysts. The beginning salary depends on the individual.

Mr. Al Dielh, Director of Employment Relations, took us on a tour of the entire complex. In the micro-filming department, there are around 3,000 prints of film sent to Fort Smith, Arkansas per month. The film is processed in the department. This job requires little training, as the individual is trained on the job.

We saw the records room where all the inactive files are kept until they can be destroyed. The files are kept in such an order that they can be found whenever necessary. This job involves on-the-job training.

In the plant area, there are many jobs open to the unskilled laborer. There is a great deal of very expensive machinery, and the workers are trained on the job. The assembly line starts with the separate pieces that make up refrigerators and goes through all the processes necessary to assemble the product, finish it, and test it to make sure it is up to the standards of the company before it is sent out to the consumer.

There are two other Whirlpool plants in Evansville. One is located on Morgan Street, and the other on Franklin Street.

MEAD JOHNSON:

We were conducted through the plant and quality control laboratory by Miss Marilyn Leucht and Miss Karla O'Neal, of the Public Relations staff. Mead Johnson manufactures nutritional and pharmaceutical products. The Evansville plant is the home base, with manufacturing facilities in eleven other places, including foreign countries. In August of last year, Mead Johnson merged with the Bristol Meyers Company.

All raw materials and incoming goods are carefully checked to see that they meet the company's standards. There are many ways to keep checks on their products and see that they send out only the best in quality. There are various safety measures for both employees and the consumers who will buy the finished product.

Mead Johnson has employment prospects for a wide variety of people. There are jobs ranging from delivery and factory work to men and women with college degrees. The work environment is very pleasant in most cases. There are different qualifications for different jobs. There is no discrimination. Many of the jobs require no special training, as it can be learned on the job. The chances for advancement are good for the worker who takes his job seriously. The Evansville plant employs over 1700 people.

There are a number of ways in which the company tries to be of help to the employee. There are programs for further education, in which the employee is reimbursed for the cost of his schooling. There is a course for secretaries to help them become familiar with the company and increase their skills.

There are 20 to 30 people hired each year in the plant production department. These people need to be able to take instructions and do what the foreman tells them to do. They need finger dexterity.

Labor technicians are needed at the rate of 20 to 30 a year. These should be people with a high school education and, perhaps, a year of chemistry in college.

About 75 to 100 secretaries are hired each year. They must have good typing and shorthand skills and be good spellers.

There are also jobs for data processing clerks, key punch operators, computer operators, and others.

A worker can start as a laborer and stay in that position for a year or two. Then he can move on to line attendant, where he must keep the line serviced, for about two years. From there, he can go to machine attendant, where he must know about his machine; how to adjust it and keep it running. He may become a production processor, or lead man, with minimal supervisory responsibility. From there, he may move to assistant foreman. The foreman could go to production superintendent. More skills are required as you go higher up the ladder.

What the employer looks for in employees:

Must be mature and understand themselves and what they want. They must be able to get along with others. They look at the record of past achievements to see if this person has leadership abilities. Academic performance is the greatest single factor in determining the success of a person with their company. The application is important. It should be neat and complete. Spelling is a very important part of the application. The high school grades and college transcripts are examined. There are extensive interviews with a person who seems promising. These interviews are to do more than just select. They help to determine what the applicant wants, where his interests lie, where he would best fit into the company. Ability and personality testing are part of the employment procedure. References are checked.

How to prepare for the interview:

The better prepared a person is for the interview, the better job they can do in placing him. It is important for the applicant to learn something about the company. Know the products and something about the size of the organization. A good resume is very important, and an appropriate letter if the applicant is not in the same city. It is important to be prompt and neat for the interview, and be yourself. Students must realize that they are going into an adult world, and conduct themselves accordingly.

CIVIC CENTER COMPLEX:

The following construction sites were visited: Vanderburgh County Civic Auditorium, City - County Building, and the Federal Building. The types of construction being carried on at this time are essentially that of finish work.

Employed in the construction were some 600 employees at peak construction. At the time of our visit, there were approximately 350 employed. Some of the skilled trade areas that we observed were as follows: Carpenters, Masonery, Millwrights, Iron Workers Electricians, Welders, Plasterers, Plumbers, Terrazzo floor Layers, and Sheet Metal Workers. All workers were members of their respective unions.

Working conditions were extremely good, taking into consideration the type of work. Many necessary safety steps seemed to be practiced on the job.

NEWBURGH LOCK CONSTRUCTION:

The tour included the coffer dam and lock construction areas and explanation. Nearly all construction crafts were represented at some stage of this operation. The specifications and designs were done by the U. S. Army Corps of Engineers and the job contracted to Dravo Construction Company out of Pittsburgh. The company brings its own engineering and skeleton supervisory staff. Skilled and unskilled labor is hired from the local labor market and from other areas. Cost of the locks is approximately $24,000,000, and will take about three years to complete construction and landscaping.

The working conditions are typical of outdoor long-term construction projects. Much attention is given to safety in most areas.

Wages are determined by the local union scale for each craft. There is much opportunity for overtime, and a normal work week is 48 hours. At its peak, the labor force was about 600. Each craft offered opportunity for employment of apprenticeship trainees. There was practically no opportunity for employment for women, other than a nurse and a secretary.

Specific job areas: Engineers, Secretarial and clerical (1), Nurse (1), Carpenters, Iron Workers, Concrete Workers, Millwrights, Electricians, Machine and Heavy Equipment Operators, Mechanics, Painters, Welders, Roofers, Dredge Operators, Truck Drivers, Pipe Fitters, Supervisory and Inspection Personnel, Unskilled Laborers.

WATER WORKS:

Employment prospects: Laborers, Iron Workers, Crane Operators, Concrete Finishers, Truck Drivers, Carpenters

Nature of the work: Construction
Work Environment: Hot in summer and cold in winter.
Qualifications: Good health, fairly young, male
Other physical requirements: Strong, manual labor
Interests: Out door work
Legal requirements: Legal working age
Unions: Yes
Discrimination: No
Preparation: Apprenticeship training
Earnings: Union scale--$2.88 and up
Number of workers: Approximately 25
Seasonal work.

A WORKSHOP PROJECT
BY EVANSVILLE PARTICIPANTS

INTRODUCTION

FOUR GOVERNMENT SPONSORED TRAINING PROGRAMS

The responsibility of government to provide education through schools and through post-school, or extra-school, programs has been widely recognized. The demands of industry for trained and skilled employees and the needs of individuals have pointed up the necessity for providing training programs at all levels and for all people.

The four programs presented here can be valuable to the school counselor as he deals with students--both present and former, their families, and the community at large. Brief descriptions of each of the programs and where to make contacts for information or referrals are provided.

AREA INDUSTRIAL INSTITUTE

The Area Industrial Institute is operated under the Manpower Development and Training Act of 1962 for the purpose of training people for skills or for re-training those persons who are in need of skills. The courses taught are based on the needs of the industry and businesses in the area as determined by the Indiana Employment Security Division. The school serves Evansville and a large area around Evansville.

Entry into program: Persons interested in the program must apply to the Employment Service. Prospects will be given the G.A.T.B. and will be interviewed. Placement in a training course will be based on test scores and the interview.

Length of training: Courses are 24 weeks or 48 weeks in length. Students may be added at any time during the course. Students added after the class has begun are held over into the next class so that they may receive the full benefit of the training.

Types of certificates awarded:

1. Certificate of Completion
2. Certificate of Achievement

Allowance during training: The training allowance is $38 base, with an additional $5 for each dependant up to six. In addition, there is a travel allowance. A youth with no dependants would receive approximately $20 per week.

Placement: Upon completion of the course, a student is referred to the employment office for placement.

Courses presently offered and description:

CLERK-BOOKKEEPER

Total enrollment is 40 over one year
Total clock hours is 1920
48 week course of one section

Course Outline: Typing, Office Practice, Bookkeeping and Bookkeeping Machine and its operation, Office Machines such as ten key adding machines, rotary calculators, full bank adding and listing machines, etc.

Related Objectives: To provide those trainees who have a remediable deficiency with a means of developing themselves educationally, personally, and occupationally through the rectification of these deficiencies.

Also Included: Communication skills, such as vocabul techniques, handwriting skills, computational skills, such as basic math and business math, social skills, such as employment attitudes and responsibility and personal responsibilities.

Completion Goals: Satisfactory completion of this cours will enable the trainee to type a minimum of 50 words per minutes. The trainee will know double entry bookkeeping and correct office procedures. This training will enable the student to assume general clerical and bookkeeping assignments without supervision.

WELDING

Total enrollment is 60 over one year
Total clock hours is 640 each section
16 week course of 3 sections

Training: Training is 4 types of welding: Tungsteninert, Metallic Inert, Arc-acetylene, Brazing, and Cutting.

Training Goal: This training should enable the trainee to enter this field at a semi-skilled level capable of performing all of the simple operations and will provide a borad background for subsequent training on the job with advancement to highly skilled work.

MACHINE OPERATOR

Total enrollment is 55 over one year
Total clock hours is 1920
48 week course of one section

Training: Are trained in set-up and operation of these machines: Engine lathes, Vertical and horizontal turret lathes, Automatic screw machines, Milling machines, Shaper-contour saw, Drill presses, various types of grinding equipment and others.

Also Included: A class in mathematics, precision instruments, and blueprint reading. This class is conducted so that one third of the 1920 hours is spent in this class.

CLERK-STENOGRAPHER

Total enrollment is 40 over one year
Total clock hours is 960
24 week course of 2 sections

Training: To take dictation by shorthand and transcribe notes on typewriter. Type messages, correspondence and other dictated information from shorthand notes. Edits material for correct punctuation, correct business English and spelling; will receive customers and clients, answer telephone, cut stencils, and operate duplicating machines. Must be able to type 60 words per minute and take dictation at 80 words per minute.

Subjects taught: Typing, shorthand, dictaphone, mathematics, English, spelling, word studies, clerical practice. Also, how to use the adding machines, mimeograph and duplicating machines and business behavior.

ALTERATIONS AND TAILORING

Total enrollment is 50 over one year
Total hours is 960
24 week course of 2 sections

Training: Fitting men's and women's ready-to-wear garments on customers. Pin or mark required alterations for proper fit. Will fit and alter cotton, wool, silk, rayon, jersey, or other synthetic materials. Measure, cut and assemble slip covers, cut and assemble pleated drapes. Will also do pressing.

BASIC EDUCATION AND PRE-VOCATIONAL TRAINING FOR THE DISADVANTAGED

Total enrollment is 320 over one year
Total clock hours is 1920
48 week course

Training Outline: Job orientation - interviews; personal hygiene and appearance - proper clothing, etc.; what to expect from employer and what the employer expects of you - reliability, etc.; reading for employment - using dictionary, etc.; writing - filling out applications, writing letters, etc.; mathematics for employment.

Training Goal: Trainees who complete this course must be able to read, write, and perform simple calculations. They will be able to read and follow written instructions. They will be able to write simple reports and fill out forms that might be required in the performance of a job. They will be brought to a level necessary for functioning effectively in some other on-going programs.

As needs arise in the community, additional courses can be added to meet the needs of employers.

Contact: Indiana Employment Service-John Ross-205 Court Street Telephone 423-4244.

ON-THE-JOB TRAINING

Description: O-J-T is a program co-sponsored by the federal government through the Bureau of Apprenticeship and Training of the Department of Labor and On-The-Job Training, Inc., a non-profit corporation established under the laws of the State of Indiana. The activities of the corporation are governed at the local level by an eleven man board made up chiefly of businessmen. The program is defined as a program which combines instruction with work to qualify for a specific occupation.

Purpose and Philosophy: The specific purpose of the project is to: "Develop and promote employment training programs in order to develop employment opportunities for the culturally handicapped, unemployed, and under-employed of the community." The most effective way to train for specific jobs is for the employer to do so on the job. However, the cost of such training to the employer is sometimes prohibitive and he tends to hire the persons who already have a high degree of skill and experience leaving the untrained and inexperienced unemployed.

In order to meet the demands for retraining, up-grading of training, or training to an employable level, the O-J-T Program had its inception. Since the problem is one of national concern, the federal government has assumed some of the financial burden through contractoral agreements with local employers.

Trainee Selection: O-J-T provides training for persons of all ages, male and female, white and non-white. The Indiana Employment Security Division administers tests and refers potential trainees to participating employers for interviews. The selection remains entirely with the employer, and the trainee becomes an employee who is subject to the same treatment and regulations as any other employee. The trainee is paid by the employer at the standard rate of the industry.

Role of the Employer: The participating employer determines the number of trainees, what they are to be trained for and the skills to be learned, the length of the training program, and the rate of pay. The employer is partially reimbursed up to $25 per week per trainee to a maximum of 26 weeks. In some highly technical areas, the training may be approved for extension up to 52 weeks. The reimbursement schedule is dependent upon the cost of the time of the person, or persons, doing the training.

Kinds of Job Training: Persons may be trained for any kind of job for which training is a necessity and for which there is a demand by employers. It is possible to receive training in more than one occupation simultaneously if this is a necessity to meet the needs of the trainee. The following are representative of some of the occupations for which training has been provided in the Evansville program: Draftsmen, Butchers, Cooks, Machinists, Nurses' Aides, Nurserymen, Cabinet Makers, Welders, Auto Mechanics, Glaziers, Clerk Typists, Dental Technicians.

For Information or Referral: Indiana Employment Security Division, Telephone 423-4244, or On-The-Job Training, Telephone 425-4231.

NEIGHBORHOOD YOUTH CORPS

Philosophy and purpose: The Neighborhood Youth Corps is one of the programs established by the Economic Opportunity Act to help young people from low-income families by giving them jobs, paying them wages, providing them with experience and services that will help them hold regular jobs. The program is administered by the United States Department of Labor.

For some young men and women, the N.Y.C. means a chance to earn the income they need to stay in school or to go back to school. For others, unable to find or hold jobs, the Neighborhood Youth Corps means a chance to acquire the work experience necessary for regular employment. But for most of these young people, the importance of the Neighborhood Youth Corps goes beyond money and work. It offers to young people who have been neglected and pushed aside the chance to gain the self-respect and the feeling of belonging that are "musts" for good citizenship. This is the philosophy and purpose for the program as stated by Jack Howard, Federal Director of the Neighborhood Youth Corps, in the Work Supervisor's Handbook.

Qualifications: Qualifications that a youth must have for participation in this program must be familiar to the high school counselor if he is going to be able to identify those students who might be helped by this program. It is designed to help people between the ages of 14 - 22. There are in reality two programs. One is referred to as the "in-school" program, and the other is the "out-of-school" program. Income level and age are the two keys needed to open the door for entry into these programs.

Youth Corps Directors and Counselors have been instructed not to publish the family income guidelines to the general public because they are often misinterpreted. If a student comes from a home which is suspected to be of low income level, they should be referred to the counselor interviewer of the N.Y.C. program. This person is specially trained to screen applicants who are eligible for the program.

Contact: The N.Y.C. that serves Vanderburgh County is located at 906 Main Street, in Evansville. The telephone number is 425-4241. The personal Data Sheet must be completed by each applicant. They should be obtained from the office at 906 Main Street. Forms are available to high school counselors. Candidates should be referred by high school counselors or may go directly to the Main Street Office. If the individual is out of school, the program is designed to encourage the person to return to school or to further his education in some manner. Training is available to help candidates pass the G.E.D. test as well as instruction in reading and math at the N.Y.C. center. The out of school participants can work up to 28 hours per week. They must also spend four hours in some type education program each week. A person can work up to six months on this program without entering a formal training program and up to 24 months if they enter a training program.

Students on the in-school program can work up to 26 hours per week and can stay in the program as long as they remain in school. Students who are 14-15 years old can work only eight hours per week during the school year. All people on these programs are supervised closely and a counselor will visit their home during the first month after they begin working.

The work program, which is sponsored under the direction of the Anti-Poverty Program, makes it possible for the N.Y.C. to offer a job to a child if he is eligible. They work in one of the Evansville schools with a teacher or other employee of the schools as a supervisor, or in the City Hall, Park Department, or some other Social Agency--always under helpful supervision. The jobs on either the in-school or out-of-school program pay $1.25 per hour. This program is open to both boys and girls.

WORK TRAINING IN INDUSTRY PROGRAM

Purpose and Philosophy: W.T.I. is designed to meet the particular needs of the age group from 16-22, where the largest number of unemployed are to be found at this time.

The program is designed to meet the needs of individuals of various educational, social, economic and cultural levels.

The program is planned to fit the individual to fill the many needs of different industries for skilled and semi-skilled employees.

The program also helps the students financially since they are paid $1.25 per hour while they are going to school. In some cases the students have been paid a larger sum by industry.

The program is open to both white and non-white, male and female. Students should be referred to the Neighborhood Youth Corps for entry into the W.T.I. program.

Programs being offered at the present time are:

CLERICAL

This is a 22 week program where the student is taught the importance of good grooming, being on time, good attendance, and general office procedures. They are also instructed in the correct way to fill out an application and how to conduct themselves in an interview. They learn typing, shorthand, and use of other office machines.

DRAFTING

This is a 26 week course where the student is taught the basics of drafting and drafting room procedures. In this class several of the students have been hired by industry, but remain in the program until the course has been completed.

NURSE AIDE

This is a 12 week program where the student is taught the skills required by the Nurse's Aide in addition to the basic knowledge that will help them become better employees. The student spends part of her time at the school and part of her time at the hospital practicing the skills.

INDUSTRIAL SKILLS

This is a 6 week course where the student is introduced to industrial occupations, the importance of proper grooming, how to fill out a job application, how to make the best impression during a job interview, the importance of good attendance and being on time. The student is taught the hand tools used in industry and the tools and methods for making measurements. The student is then introduced to several basic skills used in industry.

Placement: The W.T.I. program has a full time co-ordinator to help the students find employment. It is not required that a student complete the entire course. If, in the judgment of the instructor, the student is ready to go on the job, he can be recommended for placement.

COMMENTS OF SEMINAR
BY
EVANSVILLE PARTICIPANTS

With the background gained in the Seminar, I can collect information, do more group counseling, develop "Homeroom" programs, plan career-days, and engage personnel to keep students informed concerning vocational opportunities.

During our tours we heard continually that not enough students with good ability were being guided and prepared for the world of work. We learned that attitude is a big factor in securing and maintaining jobs, and that attendance was the large factor in job retension.

The information gained in this workshop will be most valuable to me as I work with the curriculum in my school. A renewed awareness that changes and revisions in school curriculum are a must if we hope to keep pace in today's work world.

In addition to giving me as a counselor a better idea of the skills, attitudes, and aptitudes necessary for various occupations; it has also given me a better appreciation of how hard people work and the conditions under which they work. I feel that this will better enable me to help counsel students providing far more accurate information.

We were baked, frozen, humidified, tanned, dehydrated, fed, surrounded by smelly vapor, sprinkled with sawdust, taken through tunnels, on elevators, across locks, conditioned on stairs, ladders, uneven ground, wood floors and concrete; caused to don hard hats; subjected to protective glasses, a variety of noises, standing and sitting for great lengths of time; and had our vocabulary increased.

We were glad no one fell into the plastic or the acid and that the bread dough container did not fall from its moorings, the trucks ran over no one, and the conveyor belts conveyed, the plastic company did not have one of its fires small or large, the steam boilers burst no seams, the jail cell remained open, no one fell off a building and no one became permanently lost.

We appreciate the fact that counselors do not have a lonely or monotonous work day and that they are college trained and arrive "more quickly and more easily", but if sometimes they become too complacent, it is well if the mirrored reflection (in comparison with that of the business executive) is not always complimentary.

All nine objectives will have been met, the taxpayers money "not" wasted.

Our appreciation to all who made this workshop a wise choice on our part. Mr. Killion had an Herculean task, and I hope he had more help than I had on Career Day, year before last.

PREFACE

Change has always been accepted as a byword in our American Society and as a people our ability to adapt to change has had a direct bearing on our growing economy. A need for change has been recognized in the area of counseling in our high schools. Pressures are being brought to bear on the high school counselors to do a more effective job of counseling with the non-college bound student. To accomplish this new need, the counselor must be better informed about the many occupational opportunities available to the high school graduate who is not going on to college. This void falls into the educational spectrum and educators do now, like they did years ago, and design a workshop to deal with the problem at hand.

Every workshop or seminar is designed with a purpose and this workshop was not an exception. That objective was clear and specific, -- present twenty counselors the opportunity to become better acquainted with local business and industry. The method used to achieve this goal was with tours through representative type businesses and industrial plants found in our area. It was our hope that each tour would give the counselor a first hand view of common practices followed by the employees of that business or plant. In addition to touring the plant or business, the counselors were given the opportunity to meet with representatives in a question and answer period. It was during this question and answer period where the tour really gained its real effectiveness. Lectures were also presented and each counselor had the opportunity to develop a project that would be useful to him on his return to school.

We measure success in athletic events by winning or losing. To measure the success of this workshop requires more than a tally of the number of students counseled into college or into a job upon graduation. Many items could be listed here that indirectly or directly could measure the workshop's success or failure. However, why can't we take a page from athletics by checking our score as counselors and the percentage you counseled successfully to college against the number counseled to the world of work. A score that compares with the present demands of our society would spell SUCCESS.

Andrew M. Adaska
Project Coordinator

ACKNOWLEDGEMENTS

The success of this Vocational Guidance Workshop is due to the support and contributions of many individuals. To list everyone is impossible; however, the following persons cannot be omitted:

Dr. Oliver Rapp, Superintendent of Schools, Hammond; Mr. William Preston, Assistant Superintendent of Curriculum; and Mr. William Parson, High School Principal and Vocational Director; and finally, the Board of Education of Hammond.

A special thanks to my colleague, Mr. Gerald Kackley, Supervisor of Vocational Guidance, Technical-Vocational High School, for his encouragement and advice in developing and conducting this workshop.

To the twenty-seven companies who made this workshop possible, we extend a most sincere thank-you for your generous hospitality, and the time and talent of your many employees.

Last but not least, the Hammond Tech office staff who prepared all the necessary materials for coordinator and counselors, I say thank-you for a great job done well.

Andrew M. Adaska
Project Coordinator

VOCATIONAL COUNSELING
SUMMER WORKSHOP PARTICIPANTS
HAMMOND TECHNICAL HIGH SCHOOL

June 24 - July 12

Name And Address	School
Miss Helen Thom, 5705 Hemlock, Apt. 201, Gary, Ind. 46403	Baily Jr. High School
Jack E. Wright, RR 3, Box 516, LaProte, Indiana 46350	Westchester Jr. High School
Victor F. Hauberg, 241 E. 11th St., Brookville, Ind. 47012	Brookville High School
Lillian B. Hamnik, 15th & Madison St., Gary, Indiana 46407	Froebel High School
Judy Pflum, Box 946 Ogden Dr., Portage, Indiana 46368	Gavit Jr.-Sr. High School
Mike Stecyk, RR 1, Box 196-Q, Cedar Lake, Indiana 46403	Hammond Technical Vo. Institute
Olive Wade, RR 5, Lebanon, Indiana 46052	Hammond Technical Vo. Institute
Margaret Arndt, 6550 Hohman Ave. Hammond, Indiana 46324	Hammond Technical Vo. Institute
Miss Frances Dodd, 1642 Kohn Dr., Schereville, Ind. 46375	Highland Senior High School
James R. Owens, 9135 Erie St., Highland, Indiana 46322	Highland Senior High School
Wayne E. Collins, 1135 Rand, Hobart, Indiana 46342	Hobart Senior High School
John Drechny, 14314 S. Drexel Ave., Dolton, Illinois 60419	Morton Senior High School
Andrew J. Parker, 8906 Cottage Pl., Highland, Ind. 46322	Purdue Calumet
Mary E. Higgins, 7123 Baring Pkwy., Hammond, Ind. 46324	Technical Voc. High School
Sidney K. Vaughan, 321 W. Glen Park Ave.,Griffith Ind. 46319	Lew Wallace High School
Donald Gusko, 1633 Kohn Drive, Schereville, Ind. 46375	Wilbur Wright Jr. High School
Herbert Wattam, 6612 Madison Ave., Hammond, Ind. 46324	Hammond Technical Vo. High School
Miss Doris Myers, 433 Vine Ct., Hammond, Indiana 46324	George Rogers Clark High School
Mrs. Velva Wood, 919 Bauer, Hammond, Indiana 46320	Gabit Sr. High School
Dr. Rolla Pruett, Indianapolis, Indiana	Workshop Professor
Andrew M. Adaska, 5727 Sohl Ave., Hammond, Ind. 46320	Workshop Coordinator
Sandra Harris, 7529 Golfway, Hammond, Ind. 46324	Workshop Secretary

HAMMOND

TOUR SCHEDULE
VOCATIONAL SEMINAR
June 24 - July 12

DATE	PLACE	LEAVE TECH	TIME OF TOUR	LUNCH	TRANSPORTATION	REPORT TO TECH
Mon., June 24	Tech					
Tues,June 25	Lever Brothers	8:30	9 - 3	Yes	Bus	
Wed, June 26	1. Hammond Valve		9 - 12		Own	1 - 4
	2. Allied Structural		9 - 12		Own	1 - 4
	3. Jones & Laughlin		9 - 12	Yes	Own	1 - 4
	4. Simmons		9 - 12	Yes	Own	1 - 4
Thurs,June 27	U. S. Steel	8:15	9 - 12		Bus	1 - 4
Fri., June 28	Ford Motor Co.	8:15	9 - 12		Bus	1 - 4
Mon., July 1	Standard Oil	8:15	9 - 2	Yes	Bus	
Tues,July 2	River Oaks	8:45	9 - 2		Bus	
Wed. July 3	1. Rand McNally		9 - 12		Own	1 - 4
	2. Keyes Fibre		9 - 12		Own	1 - 4
	3. American Can		9 - 12		Own	1 - 4
	4. Budd Company		9 - 12		Own	1 - 4
Thurs. July 4	VACATION					
Fri. July 5	St. Catherine	8:30	9 - 1	Yes	Bus	
	Hammond Clinic		1 - 3		Bus	
Mon. July 8	United Air Lines	8:00	9:30-3	Yes	Bus	
Tues. July 9	1. Red Top Trucking		9 - 12		Own	1 - 4
	2. Christenson Chevy		9 - 12		Own	1 - 4
	3. Gary Transit		9 - 12		Own	1 - 4
	4. I.H.B.R.R.		9 - 12		Own	1 - 4
Wed. July 10	1. Holiday Motel		9 - 12		Own	1 - 4
	2. Continental Baking		9 - 12		Own	1 - 4
	3. Calumet National Bank		9 - 12		Own	1 - 4
	4. Guarantee Res. Ins. Co.		9 - 12		Own	1 - 4
Thurs. July 11	DeVry Institute	8:00	9 - 10		Bus	
	Careers		10- 12		Bus	
	Port Authority		1 - 3		Bus	
Fri. July 12	FINAL DAY - Reports - Wrapup					8 - 4

HAMMOND TOUR REPORTS

PLACE: LEVER BROTHERS COMPANY
1200 Calumet Avenue
Hammond, Indiana

DATE: Tuesday, June 25, 1968 **TIME:** 9:00 a.m.

CONTACT PERSONS:

A. Manager: Mr. Harry MacDonald, Plant Mgr.

B. Ind. Relations: Mr. Mike Kruglinski

C. Employment Manager: Mr. Elry Moore

TYPE OF INDUSTRY: Consumer Products Mfg. - soap, detergants, and edible products

NUMBER OF EMPLOYEES: 1,400

KIND OF JOB OPPORTUNITIES:

Male: Entry job - $2.97 Hr. Cleaning - $3.27 Hr. Warehouseman - $3.37 Hr. Production - $3.61 - $3.88, Craftsmen - $4.17 Hr.

Female: Non-college: Entry job - Messenger $80.00 wk., File Clerk - $85.00 - $90.00 wk., very limited opportunity for key punch, typist, data process, machine operators, comptometer operators, production jobs - $3.61 - $3.88 Hr.

TYPES OF TRAINING PROGRAMS: Thirteen skilled crafts through on-the-job and some class instr. - Carpenter - Electrician - Insulator - Machinist - Mason - Painter Pipefitter - Sheet Metal Worker - Tractor Maint. Mech - Welder - Soap Mach. Mech. - Edible Mach. Mech. - seniority governs selection for craft training. Tuition refund & book expense for job related courses in schools or colleges.

REQUIREMENTS FOR EMPLOYMENT: High school graduation favored. Physical examination required and also credit check.

COOP. WORK - EDUCATION PROGRAMS: None

UNION POSITION: Oil & Atomic Workers Union, AFL-CIO has collective bargaining contract.

New employee must join after 30 day probationary period.

PRESENT AND FUTURE JOB OPPORTUNITIES: Hire about 50 new unskilled workers per year.

PLACE: UNITED STATES STEEL CORPORATION
1 North Broadway Avenue
Gary, Indiana 46407

DATE: Thursday, June 27, 1968 TIME: 9:00 a.m.

CONTACT PERSONS:

A. Manager: George A. Jedenoff, Gen. Supt.

B. Ind. Relations: ______________________

C. Employment Manager: Charles Ward

TYPE OF INDUSTRY: Heavy Industry - raw to finished products Steel - complete cycle

NUMBER OF EMPLOYEES: 18,000 - 19,000

KIND OF JOB OPPORTUNITIES:

Male: skilled, unskilled, unlimited from labor to professional depending upon educational background. Basic initial employment: Millwright helpers, motor inspector helpers, helpers of all kinds (basically labor), truck drivers, crane hook-up man, warehouseman, bricklayer, craneman, carpenter, machinists, painters, pattern makers, pipe-fitters, rigger, welders, sheet metal, millwright, plant protection, time-keepers, crane operators, plumbers, air conditioning, refrigeration, boilermaker, locomotive engr., material handling equip. operator, rollers, oilers, instru. repair, production control, switchmen, burner.

Female: accountants, semi-skilled production, secretarial, clerical, food service, health occupations.

TYPES OF TRAINING PROGRAMS: formal and informal - apprenticeship in major crafts, in plant training, supervisory and managerial and O.J.T.

REQUIREMENTS FOR EMPLOYMENT: high school requirement for skilled and professional. 18 years age entrance requirement. Job limitation based on schooling. Physical examination requirement. Entrance standards based on job classification.

COOP. WORK - EDUCATION PROGRAMS: Engineering Coop., adult evening program in all areas, trade, secretarial, managerial and basic education.

UNION POSITION: United States Steel Workers of America - AFL-CIO

PRESENT AND FUTURE JOB OPPORTUNITIES: Unlimited. Will hire high school students to work part time. Excellent job opportunities available in skilled and technical areas. Beginning wage - $2.52 hour. Some hourly production workers can make $12,000 to 14,000 per year due to incentive pay.

PLACE: FORD MOTOR COMPANY
12600 South Terrace Ave.
Chicago, Illinois

DATE: Friday, June 28, 1968 TIME: 9:00 a.m.

CONTACT PERSONS:

A. Manager: Mr. R. L. Collins, Plant Mgr.

B. Ind. Relations: Mr. Irv Chojnacki

C. Employment Manager: Mr. John Hanford, Co-ordinator of Programs
Mr. Anga Faustin, Plant Safety Engineer

TYPE OF INDUSTRY: Assembly of Ford Cars

NUMBER OF EMPLOYEES: 4,000 (two women in plant and less than 30 women in the office)

KIND OF JOB OPPORTUNITIES:

Male: production line, crafts (electrician, machinist, millwright, welder and pipefitter), sub-assembly, management

Female: very little turnover - less than 30 in the office, including eight in data processing, keypunch operators, two stenographers, switchboard operators, etc.

TYPES OF TRAINING PROGRAMS: on-the-job training on the line, apprenticeship training in the crafts with college tuition fees refundable if college work is related, management trainees.

REQUIREMENTS FOR EMPLOYMENT: prefer high school diploma, 18 years of age, must pass physical, pass test, prefer applicant to be able to read a blueprint, report to line for work ON TIME EVERY DAY; penalty of 1/10 hour's pay for failing to ring in; penalty for unexcused absence will have to appear before union judge.

COOP WORK - EDUCATION PROGRAMS: not high school

UNION POSITION: strong (UAW) - good working relationship between management and labor, 15 full-time union representatives.

PRESENT AND FUTURE JOB OPPORTUNITIES: males- turnover high - have employed 12 new employees every day during the past month. females - low turnover. A boy who is eager and willing to work and learn has a very good opportunity to advance.

WORKING CONDITIONS: seemed to be considerable pressure on the line, 18 minute a.m. and 18 minute p.m. break periods; 30 minute lunch time on worker's time, two shifts - 6-2:30 and 4-12:30, some employees felt more safety is needed, promotion is based on merit rather than seniority.

FRINGE BENEFITS: stock plan up to 10% of wages from employee plus half of employee's contribution by Ford, Blue Cross and Blue Shield, safety glasses, including prescriptions, gloves, coveralls, hard hat supplied by Ford, eleven paid vacation days, employees can purchase a Ford for $50.00 above dealers' cost, during shut down of one month for change-over of models, employees receive $85.00 per week - one-half from State and one-half from Ford.

VACATIONS: one week after first year, two weeks after second year, three weeks after five years, and four weeks after eight years.

STARTING SALARY: line (entry) - $3.26 per hour, increase of 5¢ per hour after eight weeks.

A WORKSHOP PROJECT
BY HAMMOND PARTICIPANTS

INTRODUCTION

PURPOSE OF THE PROJECT:

To explore, analyze, and determine the best methods of disseminating occupational information to students, in order to help them acquire a more realistic understanding of the world of work, and to ascertain the appropriate time and place for presenting such data.

OCCUPATIONAL INFORMATION DEFINED:

Occupational information is "Any and all kinds of information regarding any position, job, or occupation, that is potentially useful to a person choosing an occupation." (1)

STATEMENT OF THE PROBLEM:

Due to a rapidly changing economy, advancing technology, and increasing automation, there has developed a need for presenting occupational information (trends, opportunities, educational and training requirements) to the young people in our schools

Many old and familiar occupations have been "automated out" of existence, and new opportunities with different educational requirements are being created.

Many students have unrealistic concepts of the duties associated with various occupations, generally focusing on the more glamorous aspects of a given job.

They do not know how to investigate the educational and personal requirements of a job, the nature of the work, nor the work environment.

Many students choose from a too narrow range of occupations, due to their lack of knowledge of opportunities available to them.

OBJECTIVES:

To develop a program for continuous, systematic gathering of occupational data from knowledgeable and reliable sources; to present this data to the young people at that time in their life when they are in the process of developing interests, acquiring basic education, and contemplating their role in the world of work, which we feel is during their years in junior and senior high school.

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(1) Robert Hoppeck, Occupational Information (New York: McGraw-Hill Co., Inc., 1963, 7.

THE USE OF BULLETIN BOARDS IN VOCATIONAL GUIDANCE

The use of bulletin boards in vocational guidance can be of great value when working with students and the world of work. Through the use of pictures, charts, newspaper clippings, occupational briefs, folders and diagrams, the student may view and scan many different fields and occupations in a short period of time.

The main objects of the use of bulletin boards in vocational guidance are as follows:

1. To acquaint the student to the world of work.
2. To graphically depict the many types of work available to the student.
3. To inform the student about the rapid technological changes taking place and the role it will play in their future.
4. To show the student the relationship of school curriculum and the world of work.
5. To provide accurate means of reviewing the many opportunities in the world of work.
6. To acquaint the student with standards of industry and the world of work relating to attitude, attendance and responsibility.

The types of bulletin boards available to a school counselor are many and limited only to the ingenuity of the counselor. The following is a brief list of some of the places where bulletin boards might be effective in a school.

A. guidance office waiting room
B. in hallways
C. in individual classrooms
D. in library
E. study hall
F. cafeteria

Bulletin boards depicting various occupations and professions are very helpful in vocational guidance work. Bulletin boards showing the course of study at various professional and technical schools would be helpful in educational planning. Help wanted ads pertinent to specific types of jobs placed on a bulletin board along with appropriate pictures and facts would be a useful tool in vocational guidance. Bulletin boards can be helpful in stimulating the correct attitude necessary in the world of work. Bulletin boards can aid in establishing the correlation of good school habits (attendance, attitude, etc.) and the world of work.

USING GROUP GUIDANCE TO PRESENT THE WORLD OF WORK TO STUDENTS

Introduction:

An excellent means of presenting occupational information to a group of students in the Group Conference. There could be a series of conferences or one now and then. This depends on the availability of the group.

OBJECTIVES:

1. To make available to students information about occupations, employees, unions, schools, colleges and other subject.
2. To arouse and maintain student interest and attention and not to require the resource person to prepare or make a speech.
3. To provide the students with information which the counselor may or may not possess and to get this information at first hand from primary sources.

VARIOUS WAYS OF GETTING A GROUP TOGETHER ARE:

1. A small study hall, if the school program includes study halls.
2. Homeroom periods.
3. Arrange with a teacher to take a class.
4. After school hours.

PROCEDURE:

In any event, interest needs to be aroused or motivation needs to be present. A tabulation of student interests could be made in preparation for a conference. An example of a question in a survey is: "Considering what you know of your own abilities, interests, and opportunities, what occupations do you think you are most likely to enter when you finish high school?"

The conference could be announced daily for a series of time over the school's public address system. A registration form could be placed on the guidance bulletin board or in the office. In a series of conferences, the same time and day of the week would be preferable.

WAYS OF PRESENTING INFORMATION TO THE GROUP:

1. Guest speakers - By having guest speakers, many vocations could be represented. In this way students would be familiarized with the world of work from original sources. They would be encouraged to ask questions. In this way they could learn of job requirements, training, salary, opportunities for advancement, fringe benefits, and personal interests in a business or company.
2. Film strips & movies - Some sources are: Film-Strip of the Month Clubs, Inc., 355 Lexington Avenue, New York, New York, 10017; Educational Media Index, 330 West 42nd Street, New York, New York; Blue Book of Audiovisual Materials; a film directory from the Supt. of Documents, Washington, D.C., and a pamphlet, The Use of Films in the Guidance Program from Michigan State University.
3. Literature - Most places of business are very happy to distribute written information about the working conditions and opportunities offered by their companies. The school libraries and public libraries

are also good sources of literature concerning various careers. Naturally, occupational information is available at all times in guidance offices.

It is suggested that during the program of a conference, the students be familiarized with job application forms and how important their appearances are when applying for a job.

It is felt that the advantages of group counseling in whatever field far outweigh any disadvantages. Most important, success of any conference depends upon the leader and the preparation.

ACCREDITED COURSE IN OCCUPATIONAL INFORMATION

A course providing information of the world of work for the non-college bound student should be offered at the eighth, ninth, or tenth grade level; should meet for one semester, one period a day, five days a week; and should carry one credit.
The class should make use of a textbook with lesson plans, suggested class activities, and a minimum of testing to evaluate the students understanding of careers, job-families, and related occupations.
Following is a suggested outline for such a course:

Each student should choose about six occupations in which he is interested. These occupations should be reported on to the entire class either orally, by written report, or a combination of both. (An outline to aid the student in looking up the information could be structured.)
It would seem that the vocational library should be the focal point from which students would obtain information for their reports during their study time.
SPEAKERS AND WORKERS representing different occupations should be brought into the classroom to give up-to-date information on specific occupations.
FILMS on occupations, provided by many industries, should be shown to the class with discussions later about the observed job operations, background, environment (noise) etc.
A BULLETIN BOARD, kept up-to-date by rotating groups could emphasize different occupations available in today's job market.
Various NEWS MEDIA should be watched, by the students, for information relating to jobs under discussion in the class.
The WRITING OF LETTERS seeking information from prospective employers, could be utilized, and field trips to offices and industrial plants could be made to observe actual work activities.

If adequate standardized test results on each student are not available, then tests should be given and interpreted to each member of the class as early in the term as possible. This will permit the student to attempt to make a realistic job choice.

In teaching the course, we would hope to help the student to realize that all jobs are important no matter how menial they may seem. The student should learn what abilities are needed for various jobs. He should take a good look at himself and see if he has what it takes to get the job which he desires. He should be made aware of the different fields of work and jobs within each field. He should know what preparation is needed for the job of his choice.

CAREERS DAY AS AN AID IN VOCATIONAL GUIDANCE
(A Group Guidance Activity)

INTRODUCTION

The aim of any vocational guidance program should not be to force the student to make a final decision as to his vocational plans, but rather to facilitate realization of how his ability, interests and personality may be utilized in the world of work. Individuals studying manpower resources and trends have noted that "the youth of today must be prepared to choose not one but three vocations in his lifetime." "By 1975, 40 percent of our nation's jobs will deal directly or indirectly with space." "By the year 2000, there will be sixty million workers in America who are in vocations which do not even exist today." The implications of these remarks are clear: We must guide youth to be adaptable in their career planning. Career-decision making should be broadly based and flexible enough to allow for changes occuring annually in the world of work. We must help youth find direction in their career plans rather than endeavor to pin-point occupations, as has been too often the case in the past.

If we will provide an opportunity for our high school boys and girls to meet, listen to, question, and exchange ideas with men and women who are actually engaged in the work in which they are interested, we would be giving these students "live" information and guidance which should be more effective than printed information. However, it is vitally important that vocational reference material be available in the counseling office and/or the school library.

PROPOSAL FOR A CAREERS DAY

As this proposal for a Careers Day in a senior high school is presented, some of the factors to be taken into consideration are:

1. A high school with an enrollment of 1800 students, grades 9 - 12.
2. This school has not had such a program before.
3. The Guidance Department has full-time counselors with a director, so it seems such a program might be instigated by the department.

Interest Testing and Individual Counseling: To start a workable comprehensive Careers Day program will require considerable time and much cooperation from all students and faculty. Borrowing ideas from existing plans and adding some original ideas, it appears that the interest testing should be done in the ninth grade using the Kuder Preference Record (Voc.) and Differential Aptitude Test. After this testing, each student should have an individual conference with the counselor to discuss the results of the tests. The DAT should be explained to him and graphed on a data sheet which the student may keep. (See Exhibit #1)

With this introduction to vocational opportunities, the student is ready to indicate some choices of careers he is interested in hearing about or studying about with the possibility of doing research in some class such as English or social studies.

Careers Day should include participation of all students in the high school. The students in the other three grades will not be able to benefit from the testing and counseling done in the ninth grade the first year but it would be too great an undertaking to include all students in such a mass testing and counseling program. With awareness the ninth graders will develop through the testing and counseling. They should be able to adjust and seek help more readily during the next three years without further interest testing.

SUGGESTED FORMAT FOR CAREERS DAY

It is not intended that students make definite career selections but the purpose of such a program is to give the student a chance to learn, firsthand, from individuals who know from experience what the requirements are in certain fields of work. One person has referred to these fields as "career families." Unless students have a chance to take the interest tests and benefit from individual counseling for interpretation of results of the tests, they will need to rely on apparent interests.

Students to Indicate Choices: The first time this program is administered, the committee will need to choose a suitable list of careers to be submitted to the students. Each student should make a choise of four careers on the list. The list would be duplicated so each student could have a copy. (See Exhibit #2) Students should be asked to indicate on the evaluation sheet which is filled in during Careers Day, not more than two additional careers he would like to have represented the second year which were not on the first list. This master list would need revision almost yearly. After the choices are indicated, the committee would need to set up groups and then notify individual students what their assignments are by giving them an admission ticket for each conference session. (See Exhibit #3)

Speakers for Discussion Groups: The speakers should be obtained from local businesses and professions or perhaps from nearby cities. It is quite possible that local service clubs, such as Kiwanis, Rotary, Optimist and Lions, and the local Chamber of Commerce, could be of valuable help in procuring names of speakers to be submitted to the committee. A letter should be sent to each prospective speaker (See Exhibit #4) and then a letter of confirmation should be mailed to each speaker with a suggested outline enclosed. (See Exhibits #5 and #6)

A School-Day Program: Plan for two sessions of discussion groups during a school day, giving each student an opportunity to hear two of the speakers in the fields the student had chosen. The first groups could meet from 8:50 - 9:40 and the second groups from 9:50 - 10:40. Detain the students five minutes from 10:40 - 10:45, to complete the evaluation sheets handed out during the first session. The secretaries will collect them. At 10:45 allow the students ten minutes to go to their lockers and report to third period classes.

Students as Hosts, Hostesses and Secretaries: Ask students to act as hosts or hostesses and secretaries of the discussion groups. A host or hostess would call in the cafeteria ten minutes before conference time for his adult discussion leader and take him to the assigned room where the discussion is to be held. Another student assigned to that room would act as secretary, taking roll by collecting the admission tickets and take care of miscellaneous situation such as too few chairs, poor ventilation, etc. (See Exhibit #7) The secretary of each group will distribute evaluation sheets to the students at the end of the first session to be turned in to the secretaries of their second groups. (See Exhibit #8) It will be necessary, of course, for the committee to give these students the speaker and room assignments, as well as any necessary supplies.

At the end of the first session, all students move to different discussion groups, according to their admission tickets, and the procedure is repeated except there will be no evaluation sheets to be distributed but those distributed the first conference period will be collected by the secretaries at the end of the second session. The second period should be extended five minutes or until 10:45 to give the students a chance to fill in their evaluation sheets and turn them in to the secretaries.

Prepare Teachers - They Are Needed: Arrange to have an announcement and explanation of Careers Day made at a teachers' meeting well in advance of the date. Faculty enthusiasm is vital to the success of the program. Teachers must be prepared to assume their responsibilities.

Teachers should be asked to sign up for three discussion groups of their liking and then be asked to attend two of the three meetings but to intrude only when it appears a situation had arisen where maturity is needed, such as helping get question-answer periods active and, if necessary, speak to students in a disciplinary situation.

An assignment sheet should be given to each faculty member about a week before the conference date. (See Exhibit #9)

Teachers will be needed in several capacities in addition to assignments to the lecture-discussion rooms. A detailed assignment sheet distributed in advance will give the teachers an opportunity to report conflicts or inability to report to the assigned areas. Each teacher will be asked to fill in an evaluation sheet as soon as possible after the program is over. (See Exhibit #10)

Letters of Appreciation: Letters of appreciation should be mailed to all participants as soon as possible. Speakers will be asked to fill in an evaluation sheet. (See Exhibit #11)

Plan Publicity Well in Advance: A great deal of publicity will be necessary especially for the first Careers Day. Perhaps the Art Department could make posters for the halls. The homeroom teachers will need two or three bulletins explaining what the program encompasses and this information should be given to the students. Additionally, the homeroom teachers will be asked to distribute the list of careers so students can select four.

A story could be sent to the local newspaper and radio station when the Careers Day Planning Committee is formed and initial plans are made. Send a list of speakers selected to the local paper and radio station. The school paper should be able to run at least two stories as the program is being planned. A follow-up story after the conference should be sent to the local paper with pictures.

Suggested Follow-Up Activities: Perhaps only senior students should be given an opportunity for personal interviews and carefully chosen field trips after having a chance to get information from the contacts made with the speakers. Those interested in these follow-up activities should fill in the lower part of the student evaluation sheet.

EXHIBIT #1

PERSONAL DATA SHEET NAME: TEACHER: DATE:

	Verbal Reasoning	Numerical Ability	Abstract Reasoning	Space Relations	Clerical Speed and Accuracy	Spelling	Sentences V & N	Scholastic
Very High								
High								
Average								
……								
Low								
Very Low								

DIFFERENTIAL APTITUDE TEST

	Commercial	Professional	Esthetic	Scientific	Agricultural	Personal Service	Mechanical	
Very High								
High								
Average								
……								
Low								
Very Low								

BRAINARD OCCUPATIONAL PREFERENCE INVENTORY

	Musical	Dramatic	Athletic	Artistic	Scholastic	Leadership	
Very High							
High							
Average							
……							
Low							
Very Low							

TALENTS

My aptitudes and interests indicate these occupations for me.	I like	Hobbies
	To work with people	1.
	To work alone	2.
	To read and study	3.
	To work with my hands	4.

Branches I am best suited for
Service
Managerial
Skilled
Semi-skilled
Un-skilled
Professional
Semi-professional
Military

Form filled out at the time counselor has conference with ninth grader to discuss test scores - aptitudes, achievements, interests, talents, etc. This conference is the first step in the project. Used in ninth grade in three junior high schools in Aurora, Ill.

EXHIBIT #2

A List of Careers from which a Registration Sheet could be prepared.

This list was taken from lists ranging in number from 17 to 80 businesses and professions represented at several different career days, night, and/or conferences studied.

1. Accounting & Bookkeeping banking

2. Airlines stewardess, pilot personnel

3. Architectural Drawing

4. Armed Services
    Boys - Army, Navy, Marines,
    Air Force, Coast Guard

5. Girls - Women's Groups

6. Artist
    commercial, fine arts, window
    dresser, publicity, advertising,
    interior decorating

7. Beauty Culture, barbering

8. Building Trades
    plumber, electrician, carpenter

9. Business Machines
    key punch operator, system
    analyst, programmer, computer

10 Business Ownership

11 Civil Service

12 Communications
    telephone, telegraph

13 Dentist

14 Doctor (Medical)

15 Driving
    bus, truck, taxicab

16 Engineering
    civil, electrical, mechanical,
    chemical

17. Filling Station

18. Foods, Clothing, Services
    tailoring, chef, food demonstrators,
    dress designers, dietetics, hotel
    & motel workers

19. Girls - homemaking and motherhood,
    waitress

20. Industrial, General
    Job prospects for high school
    graduates in industrial areas.
    Apprenticeship training

21. Funeral Service

22. Industrial Machines
    welding, tool and die, presses

23. Lawyer

24. Mechanics & Technical
    airplane, auto, radio-TV
    repair

25. Merchandising
    retail sales, wholesale,
    managerial, Store Management

26. Girls - Modeling

27. Nursing

28. Outdoor
    conservation, forestry

29. Painting, Decorating
    paperhanging, upholstering

30. Performing Arts
    radio, television, stage-dramatics, music

31. Photography

32. Printing & Engraving

33. Professional Sports

34. Protective Services
    police, FBI, fireman, Civil defense

35. Related Fields in Theology
    religious education, minister, priest, missionary,

36. Related Medical Fields
    x-ray technician, physical and occupational therapist, lab. technician, pharmacist, optometrist

37. Repair, clock & watch

38. Salesman
    realestate, insurance, wholesale goods, retail, broker

39. Scientist
    research, chemist, physicist

40. Secretarial - Office
    stenographer, typist, file clerk, receptionist, general office clerk

41. Service Occupations
    transportation

42. Social Worker
    youth director, YWCA or YMCA worker, counselor, recreation: park & playground

43. Teacher
    physical education, elementary, secondary, librarian

44. Veterinarian

45. Writer
    journalists, creative newswriting

The following are suggested introductory paragraphs to be shown above the list of careers to be represented at the Careers Day.

All students will have an opportunity to participate in a Careers Day on ________, ________________, during the first and second periods (approximately). The guest speakers will discuss with you the requirements for workers in their fields of work. Be prepared to ask questions.

You will have two assignments - one for the first period and the other for the second period. Please mark on this list the careers of your choice, 1,2,3,4, in the order of your preference. Every effort will be made to schedule you in the sessions which interest you most.

Your help is needed in finding what vocations or careers you would like to hear about.

The Planning Committee will need to determine the form to use listing businesses and professions so the students can easily make their four choices.

The following is an illustration of a possible form:

Service Occupations

______ Modeling (Girls)

______ Airline Hostess

______ Beautician

______ Police-Fireman

______ Transportation

etc.

EXHIBIT #3

Admission Tickets: Two needed (one for each session).

CAREERS DAY ADMISSION TICKET #1

Name ______________________________ Homeroom ________

Assigned to ______________________________ discussion

group meeting in room ____________ 1st session. The

secretary assigned to that room will collect this.

Note: The other ticket will show #2 and 2nd session.

EXHIBIT #5

Letter of Confirmation to the Speakers: (use school letterhead)

____
(date of letter)

____
(inside address)

Dear __________:

This is your letter of confirmation as a speaker for our Careers Day, __________, ______________.

Your first session will meet in room ____, at 8:50 a.m.

Your second session will meet in room ____, at 9:50 a.m.

A copy of "Suggested Guide for Vocational Speakers" is enclosed. Please report to the school cafeteria ten minutes before your first session to check in. A student will go with you to your assigned room.

You are invited to the cafeteria for rolls and coffee one-half hour before your conference. I will be looking forward to seeing you.

Sincerely,

____
(counselor)

EXHIBIT #4

Letter to Prospective Speaker: (use school letterhead)

(date of letter)

(inside address)

Dear_____________:

This year we are planning our first Careers Day for ____________, ________________. Our plan is to present talks on the career outlook in major industries and occupations in a conference period of fifty minutes, and then to repeat the program to another group of students in the next fifty-minute period.

The program will begin with groups meeting at 8:50 a.m. in assigned rooms but we hope the speakers can report to the school cafeteria by 8:40 a.m. Each speaker is asked to present information on requirements for the occupations, duties, and any other pertinent information that prospective applicants might need.

We would like you to speak on the topic ________________. If you are unable to participate, would another speaker be available from your office? After we receive your reply, the counselor at the high school will contact you and inform you of the details of the conference. We hope you will be able to participate and we will appreciate it if you can give your time to our program.

Please return the form at the bottom of this letter by _____________. if possible, indicating your intentions.

Sincerely,

(title of sender)

- -

I will ☐, will not ☐, be able to participate in your Careers Day program on ____________________, _______________.

I will speak on the topic area of ____.

If I am unable to attend, I suggest ____________________, ____________________ to fill my position. (name) (address)

Date:______________ Please sign:______________________________________

EXHIBIT #6

SUGGESTED GUIDE FOR VOCATIONAL SPEAKERS

Careers Day

____________________ High School

I. DESCRIPTION OF THE VOCATION:

A. Nature of the work - hours, working conditions
B. Attractive features - associations, social status, pensions
C. Undesirable features - hazards, strains
D. Present outlook - demand and supply

II. REQUIREMENTS OF THE VOCATION:

A. Education and Training - amount, nature, time expense

1. School subjects most essential
2. Skills and abilities most needed
3. Recommendations of where to obtain training, credentials, licenses

B. Personal qualifications -

Mental ability, personality types, special interests, appearance, age, sex, ability to get along with people, ability to follow directions, ability to lead other people, common sense or good judgment, orderliness, system and neatness, initiative, resourcefulness, punctuality, perserverence, industry, thoroughness

C. Physical qualifications -

Any special demands upon health, nerves, lungs, feet, endurance, vision

III. REWARDS AND DISADVANTAGES OF THE VOCATION:

A. Financial - pay scale or reasonable income, how paid, salary, commission, wage, bonus
B. Security - pensions, retirement allowance, tenure
C. Opportunity for advancement - promotions
D. Possibility of transfer to related vocations

IV. ENTRY AND ADVANCEMENT PROCEDURES:

A. How to enter the vocation - where to apply
B. Lines of advancement
C. Related jobs
D. Sources of further information

EXHIBIT #7

CAREERS DAY ____________________ HIGH SCHOOL

INSTRUCTIONS to Student Hosts, Hostesses and Secretaries

Hosts and Hostesses:

1. Go directly, at 8:40, to the cafeteria and take the speaker of your first session to the assigned room.

2. Introduce speaker. Mention the name clearly; write it on the blackboard; state the kind of work done and position held; give other background information if it seems of interest.

3. Thank the speaker. Group may show appreciation by applause.

Secretaries:

1. Go directly, at 8:40, to your assigned room for the first session.

2. Have small slips of paper for those to sign name and homeroom who forgot tickets. Have paper you can distribute for questions.

3. Collect admission tickets and slips with the name and homerooms of those who have no tickets. You are to turn in two small envelopes and one large envelope at the end of the second session. The two small envelops will contain admission tickets and slips for first and second sessions. They are marked on the outside. The filled-in evaluation sheets collected at the end of the second session should be placed in the large envelope. You will be using the same large envelope you received for the first session which contained the evaluation sheets you handed out. Keep all three envelopes with you until they are turned in.

4. Take care of miscellaneous situations such as too few chairs, poor ventilation, etc.

5. Collect questions for the speakers at the beginning and during the discussion, giving them to the speaker. Ask questions of your own if the discussion lags.

BOTH

1. You will receive instructions for the second session.

2. Be well groomed and dress more formally than usual. Boys should wear coats and ties; girls should wear heels.

3. Make the best impression possible on our guest speakers and visitors. Set the tone for all the students by your attitude of interest and appreciation.

4. The host or hostess and the secretary sign on lines provided on the small envelopes for each session. Secretary only sign on the large envelope.

EXHIBIT #8

Student Evaluation Sheet: (use full sheet)

The first discussion group:

Name of Occupation______________________________ Room ___

Was the information received very helpful? ____

satisfactory?____

unsatisfactory? ____

Please give reasons for your evaluation.

The second discussion group:

Name of Occupation______________________________ Room____

Was the information received very helpful? ____

satisfactory?____

unsatisfactory?____

Please give reasons for your evaluation.

ALL STUDENTS: Indicate, if you wish, not more than two careers you would like listed next year which were not included this year.

1.________________________ 2. ________________________

SENIORS ONLY:

1. Do you want a personal interview in any occupational field?______

   If yes, please name the occupation________________________

2. Would you be interested in a field trip, if one could be arranged?

   ______ If yes, please name the occupation____________________

Signature:______________________________ Homeroom:__________________

EXHIBIT #9

(To be distributed about one week
before Careers Day.)

CAREERS DAY INFORMATION AND ASSIGNMENTS FOR FACULTY MEMBERS

On ____________, ____________, our first Careers Day will be held during the first and second periods (approximately). All students will participate by attending two sessions.

We will follow this schedule as nearly as possible:

Homeroom period	8:30 - 8:40	
First session	8:50 - 9:40	
Second session	9:50 -10:40	
Extended time	10:40 -10:45	- to allow students to fill in evaluation sheets

Students report to their third period classes at 10:55 - allows ten minutes for students to go to lockers

Each discussion group will have a host or hostess and a secretary. The host or hostess will introduce the speaker and thank him. The secretary will collect admission tickets, check to see if there are enough chairs, check ventilation, etc. The secretary will hand out the student evaluation sheets at the first session and collect them at the second session. A copy of the "Instructions to Hosts, Hostesses and Secretaries" is attached. If you are assigned to a group discussion and if either the host or secretary do not show up, please help.

Teachers on duty in the lower hall at 8:10 are asked to direct the speakers to the cafeteria as they come in the building. Speakers are invited to come one-half hour before time for their first meeting in order to get coffee and rolls, if they wish; otherwise, they are asked to report to the hostess for each first session will go to the cafeteria ten minutes early and go with the speaker to the assigned room.

The faculty assignment list follows. If your particular assignment is impossible to fulfill, please see Mr. ______ before the close of school (three days before Careers Day).

NAME	ASSIGNMENT	TIME	TIME	ROOM
Smith	Clerical (Gen. Office)	8:50		272
	Civil Service		9:50	274
Brown	etc.			

EXHIBIT #10

Faculty Evaluation Sheet: (use full sheet)

Please name your assignment.

____

If you attended a discussion group, please comment on the effectiveness of the discussion leader's presentation.

____________________ (supply three or four lines)

Also, please comment on student response in the discussion.

____________________ (supply three or four lines)

If you did not attend a group discussion, please comment on whatever happened in connection with your assignment.

____________________ (supply three or four lines)

Signature:____________________

- -

EXHIBIT #11

Speaker Evaluation Sheet: (use full sheet)

Please name your discussion group_____________, First Session, Room_______

Was the student response excellent?______

good?______

fair?______

What other comments or suggestions would you like to make?

____________________ (supply three or four lines)

If you were in a second discussion group, please name it.

__________________________________, Second Session, Room _________

Was the student response excellent?_____
good?_____
fair?_____

What other comments or suggestions would you like to make?

____________________(supply three or four lines)

Signature:____________________

A PROGRAM PLANNED TO HELP STUDENTS BECOME FAMILIAR WITH THE WORLD OF WORK

The Classroom Technique: In a Heberogeneous grouping, with varied interests, each student could be instructed to choose one occupation in which he is interested, and to obtain the following information:

1. Name and address of a firm employing such help.
2. Activities of the firm.
3. Title of the job (official title used by the firm).
4. Classification (D.O.T., Census, or other).
5. Name and telephone number of principal person to be contacted.
6. Work environment (noisy, air-conditioned, etc).
7. Work performed (specific nature, tools, equipment needed).
8. Conditions of employment (hours, pay scale, over-time).
9. Degree of permanency (best estimate with reason).
10. Training given (type and extent).
11. Promotional aspects (estimate and probable pay-raises).
12. Worker requirements (educational level, experience, physical demands, standing, lifting, walking).
13. Insurance benefits (social security, hospitalization).
14. Most frequent reason
15. Other (any that seem significant to the student).

When a student has narrowed his choice to one or two of the jobs discussed in the classroom, the class could then be broken into smaller groups interested in the same type of job. They could then (together) pursue the topic further, or be given an appointment with their counselor for an individual meeting.

OCCUPATIONAL UNITS WITHIN AN ACADEMIC COURSE

The English course seems an ideal place to introduce the study of occupational literature because assignments can be made to locate, read, summarize, and report on the data; thus, utilizing fully their knowledge of library usage, and other rudiments of English course.

Two weeks could be allotted each year for these occupational units at the junior and senior level.

In the junior year the student starts with the unit "How should a high school student proceed to decide upon an appropriate occupation?" Continue with the study of occupational information involving consultation with experts and workers in the field.

In the senior year, practice is obtained in the proper procedure for filling out application blanks, writing letters of application, and preparing for job-interviews.

College preparatory students in the class are given practice in interpreting college bulletin, filling in admission blanks, and interviewing admission officers. Thus, while not an occupational information course per se, such material could be integrated successfully into an existing academic course of study.

THE OCCUPATIONAL FILE - DISPLAY CASE

The occupational file should be made attractive and placed "out in the open" in a convenient place where the students might browse through it. There should be a table on which the literature could be laid, and there should be chairs, so that the student may sit and pursue it leisurely. A wall-rack placed in the counselor's waiting room, or on the wall outside his office would be an ideal place.

E. Diamond, NVGA Quarterly, (1959), 219, states that such a rack could be made of wood by the industrial arts department. Measurements should be six ft. tall and six feet wide with slots sufficient to hole 120 folders, and room at the top for filing temporary material.

Materials could be categorized into 120 vocational sub-divisions; then folders filed in alphabetical order. In addition, each folder should be numbered consecutively for easy replacement after each use.

As there are many related occupations filed in one folder, a cross reference system was developed by Diamond, and a list of more than 300 occupations was posted near the fild on the wall. Its proximity to the counselor's office was advantageous when information was needed during interviews and students tended to use the material while awaiting interviews or after.

We use a similar system most successfully at Technical High School. We find that it creates interest, brings forth many questions, and helps the counselor to work more realistically with the student.

THE FIELD TRIP

For this method of presenting occupational information, a great deal of preliminary detail must be considered.

Interests of students must be identified; small groups formed; firms to be visited must be selected; plans must be made for transportation; schedules established for arrival and departure at the business location; discussion must determine proper clothing to be worn; proper conduct on trip; a predetermined mimeographed list of questions must be prepared; and the question of whether the trip should be taken during school hours or after school hours must be determined by the place of business, the school administration, and the various teachers.

Students should be instructed that they will be expected to present a short report of the days events to the class upon their return. This will ensure attentions to details during the trip.

COMMENTS OF SEMINAR
BY
HAMMOND PARTICIPANTS

I certainly have gained a better understanding of the way workers in various vocational settings perceive their work and the relationship of their work to their way of life. For example: I was astonished at the number of manual labor jobs available to women in our local industries.

Most important, I appreciate the personal contact with the industrial and business representatives (supervisors, personnel manager, etc.)

I find there are many job opportunities in this area for the non-college student of which I had not previously been aware.

I am much more cognizant of the training opportunities that the employer is willing to offer to this type of student, such as on-the-job training; tuition-refund on courses that are work-related or that will contribute to the employee's advancement within the company; and other in-service programs.

I believe that a seminar such as this is invaluable, and should be required of all counselors!

This was a "working" workshop! Never has a course called for such physical stamina, mental alertness, and extended periods of concentration.

I felt the visits to the industry were the single most helpful aspect of the workshop, particularly the small group visits. These visits provided the priceless opportunity to talk personally with labor and management. The large group visits tended to be tours with less chance to discuss things with workers.

I intend to use the information received from this seminar to share with all counselors in the Gary schools.

This workshop has made me aware of my inadequacies, but it has also shown me the tremendous opportunities in the world of work that are available for our youngsters.

This workshop gave me an opportunity to visit industries which I never would have been able to visit otherwise. It gave me contacts with key personnel in these industries, whom I feel I can contact now for advice and services. The workshop provided me with a better understanding of the demands, qualifications, duties and rewards of different occupations. Also I met some of the area counselors who otherwise would have remained only names in my area directory of counselors.

Last, but not least, I believe that the most valuable asset that I have acquired from this workshop is the fact that I find that the work in which I am engaged, that of counseling, is the job for me. After listening to the woes of many of the people to whom we have talked I am more satisfied with my job as a guidance counselor and saw nothing else that would suit me better. This was a very valuable discovery that will make me more happy in my work in the years to come.

NEW ALBANY
VOCATIONAL COUNSELING
SUMMER WORKSHOP

July 15 - August 2

In a highly technical society such as ours, special education and training have become increasingly essential to the young man and woman seeking employment. At the same time, colleges - deluged with qualified applicants - have become more selective in their admissions polocies. Unemployment, especially among untrained high school drop-outs or graduates with no marketable knowledge or skills, is a national problem.

Yet there are occupational areas - in technical and white collar work, for example, or in certain of the skilled trades and service occupations - where the supply of trained men and women is inadequate to meet the demand. There are simply not enough trained practical nurses, bookkeeping machine operators, office machine repairman, industrial maintenance mechanics, auto body repairman, etc. for example, to keep up with our growing population and skyrocketing technology. None of these occupations require a college degree. They all require some kind of special training.

In a speech delivered to a selected group of Indiana guidance personnel, Kenneth B. Hoyt expounded this problem to some detail. He claimed that the needs of the specialty oriented student - the student who is interested in immediate special training rather than college and long-range occupational planning - are increasing more rapidly than those of any segment of the high school population. His speech continued with accusations that these needs are not being met by guidance personnel.

The four Vocational Guidance Seminars, just completed in the state of Indiana strike at the heart of this problem of the growing need for information about the world of work. The enthusiasm that was generated by the participants and the knowledge gained through personal involvement with the business and industrial community will surely provide a bed-rock foundation for providing sound vocational guidance.

PARTICIPANTS:

The project is designed to prepare 20 Indiana school personnel to more adequately meet the vocational guidance needs of students.

> ... 14 Senior High counselors and two Junior High counselors are enrolled in the program... To extend Vocational Guidance beyond the counselor's office... The remaining participants include: one classroom teacher, one pupil personnel workers, and two cooperative education coordinators.

WHERE:

Library, Nathaniel Scribner Junior High School, 910 Old Vincennes Road, New Albany, Indiana

WHEN:

The Seminar will be for the duration of three weeks - July 15 to August 2, 1968...on an intensive 8:00 a.m. to 4:00 p.m. schedule.

The ultimate objective of the seminar is to prepare school personnel to relate their understandings of vocational offerings and vocational opportunities to students...thereby providing sound vocational guidance.

ABOUT THE SEMINAR:

Considerable time will be devoted to planned observations -

> ...All six vocational areas covered by vocational education in Indiana will be observed and studied.
>
> ...These will be actual on-the-spot observations and experiences with the business and industrial community of the "Falls City" area.

...A discussion period will be provided daily to analyze the planned observations from the previous day.

...Emphasis will be on the person at work - not machinery and gross products.

Local resource persons will be used to enrich discussion periods.
Each participant will complete a project that will promote mediation of occupational information.

James E. Williams, Coordinator
Vocational Guidance Seminar
New Albany - Floyd Co. Con. Sch. Corp.

VOCATIONAL COUNSELING
SUMMER WORKSHOP PARTICIPANTS
NEW ALBANY HIGH SCHOOL

July 15 - August 2

Bloomington High School	Robert E. Houts, R.R. 3 Spencer, Indiana 47460
Bloomington Sr. High School	Roy S. Whiteman, 3271 O'Brien Place, Bloomington, Ind.
Clarksville High School	Dale DeWitt, 32[illegible] Marshall Avenue, Clarksville, Indiana
Clarksville High School	Tom Millea, 1614 Staterun Road, New Albany, Indiana
DuBois High School	A. J. Kreitzer, Dubois, Indiana 47527
Floyd Central High School	Linda Sendelweck, R.R. 1, Georgetown, Indiana
Floyd Central High School	Kenneth Stiller, 3317 Buffalo Trails, New Albany, Ind.
Franklin Community Jr. High	Kedric Sturgeon, 101 Hurricane, Franklin, Ind. 46131
Thomas Jefferson High School	Emerson Warf, #9 Martin Drive, New Albany, Indiana
Jeffersonville High School	Norman Colglazier, 1232 Harmony Ln., Jeffersonville
Jimtown High School	Mrs. Alice M. Reynolds, RR #3, Box 21, Elkhart, Indiana
Nathaniel Scribner Jr. High Sch.	Leeba K. Rice, 2425 Stover Dr., New Albany, Indiana
New Albany Sr. High School	Mildred D. Johnson (Mrs.) 1765 Lynnwood Dr., N. Albany
New Washington High School	Mrs. Grace D. Barnes, Box 2, New Washington, Ind. 47162
Paoli Jr.-Sr. High School	James A. Babcock, Box 49, Paoli, Indiana 47454
Perry Central Jr. High Sch.	Bob Banks, 6548 Orinoco Ave., Indpls, Ind. 46227
Silver Creek High School	Mrs. Shirley Irby, 311 Keswick Dr., Clarksville, 47130

NEW ALBANY TOUR SCHEDULE JULY 15 - AUGUST 2

	8:00 to 9:00	9:00 to 10:00	10:00 to 11:00	11:00 to 12:00	1:00 to 2:00	2:00 to 3:00	3:00 to 4:00
7-15-68	Registration & Coffee	Orientation	Orientation	Tom Garrison	Panel Discussion · Vocational Coordinators, Floyd County School Corporation		
7-16-68	Liddie	Pontiac	Cadillac		Automotive Service Center		
7-17-68	Reports	Employment Security Division	Panel Discussion Union Representatives		Tribune		
7-18-68		Stewart's	Stewart's	Lunch Questions Summarization			
7-19-68		Rasmussen	Parks & Recreation	Graham Nursery	Tour of Horticulture Laboratory		
7-22			Pillsbury	Pillsbury	City County Building Police Department		
7-23	Reports of Committee wk.	Reports continued	U.S. Steel Homes	U. S.Steel Homes	Bruce Fox		
7-24	Reports	Fetters Printing					
7-25	Reports, Committee & Project Work		Chester B. Stem, Inc.		Hoosier Panel		
7-26	Reports	Naval Ordnance Station					
7-29							
7-30		Robinson-Nugent			Fire Department		
7-31	Delta Airlines						
8-1	Jeff Boat				Hillcrest Nursing Home		
8-2							

NEW ALBANY TOUR REPORTS

PLACE: Pillsbury Co.
3301 Grant Line Road
New Albany, Indiana 47150

DATE: July 22, 1968 TIME: 10:00

Contact Persons:

A. Employee relations administrator: Jim Lander

B. Plant Supervisor: Dick McCollum

C. Production Manager: Kit Tarpey

D. Shrinkage Control Manager: Lou Tarpley

Type of Industry: The Pillsbury dough processing plant was started as Ballards in the late 1920's. Ballards went out of business and the plant was taken over by Pillsbury in 1956. The production is 40,000,000 cases of refrigerated biscuits, sweet rolls, and cookies annually. The annual payroll is nearly $6,000,000 with the average $6,000 to $7,000 per person. The plant covers about 11 acres.

Number of Employees: 800

Kind of Job Opportunities:

Male: 68 mechanics including 7 electricians and 8 specialists, 70 people on the sanatizing shifts; the rest on production, packing lines and other necessary work.

Female: 16 to 20 girls on the hand packing lines, 80 clerical; the rest on production, packing lines and other necessary work.

Type of Training Programs: The Indiana Security and Employment Division provides hourly employees. After 45 days probationary period the laborers are given the Wunderlich, Minnesota Form Board, and Purdue Mechanic Tests and if they pass them they are taken into the plant as apprentices. After 4 years ICS program the wage earner becomes a general millright craft journeyman. An additional 2 years of training is required to become an electrician.

Requirements for Employment: Although Pillsbury must take anyone that is sent to them they prefer workers above 22 years of age, married, with service completed. A high school diploma is not necessary, but the applicant must be healthy, with good appearance and reasonable ability. A dexterity and depth perception test is also required in many positions. Clerical positions require 90 words of shorthand per minute and typing 50 to 55 words per min.

Fringe Benefits: The average wage is about $3.00 per hour. Some of the fringe benefits are hospitalization insurance on the worker is paid by the company with an option to cover his family at a special rate. A retirement program is provided at company expense. Vacation: 1 week after 1 year employment; 2 weeks after 2 years, 3 weeks after 8 years, 4 weeks after 15 years and 5 weeks after 20 years; the worker has the opportunity to bank vacation time.

Union Position: Approximately 650 wage earners are on hourly wage and are unionized under Grain Millers International - AF of L - CIO Local 33. At present all new help is furnished by the Indiana Security Employment Agency of New Albany. All vacancies that may occur within the plant are up for bids and seniority is a requisite in the bidding.

Present and Future Job Opportunities: Pillsbury offers an excellent opportunity for trained craftsmen, mechanics and electricians. There are also numerous openings for trained clerical help that can qualify. The openings for young high school graduates, unmarried, pre-service and untrainable are practically non existant. The job turn-over is 20% during the first year employment and about 50% after that. This would indicate that the returning veterans would more than fill the labor requirements. Vocational Training School should be able to help Pillsbury obtain the type of skilled employees that they need. However, the regular employees must come from the regular labor market.

PLACE: UNITED STATES NAVAL ORDNANCE STATION
Southside Drive
Louisville, Kentucky

DATE: July 26, 1968 TIME: 9:00 A.M.

Contact Persons:

A. Executive Officer: Commander Enson

B. Employee Development Specialist: Mr. Bailey

C. Apprentice Program Director: Mr. Martin

Type of Industry: Ordnance development and repair for United States Navy.

Number of Employees: 2955 (115 summer only); 320 women, 2635 men

Kind of Job Opportunities:

Male: Clerical; data processing; drafting; production in all areas in which there are apprentice programs; maintenance; custodial; technical and research (in science, math, and engineering); teaching (in apprentice shcool); printing; firemen.

Female: Clerical; data processing, light production assembly (electronics); drafting; technical and research (in science, math, and engineering); teaching (in apprentice school); printing; registered nurse.

Types of Training Programs:

Apprenticeship Programs:

1. Metal fabricators
2. Electricians (production)
3. Machinists
4. Welders
5. Heat treaters
6. Electro platers

Reasons for Apprentice Training:

1. Fill a job needed
2. Fill key personnel positions in the future.

The training program consists of work on the job (three weeks of each month) and classroom instruction (one week of each month). Classroom instruction includes trade theory, blueprint reading, math, English, physics, and organization and management. Those who complete the four-year training program are then considered skilled craftsmen.

Requirements for Employment: All hiring is on Civil Service basis. All jobs except custodial and summer work require a Civil Service Test be taken. A high school diploma is not a prerequisite. Physically handicapped are not excluded. Age limits are 16 and 70.

Job Procurement: All applications are filed with the Civil Service Commission at the Inter-Agency Board, Heyburn Building, 4th and Broadway, Louisville, Kentucky. Exams for apprentice programs are announced on all government bulletin boards. The Civil Service test score determines eligibility for apprenticeship; a committee then interviews those with highest scores to learn which are most suitable for the program, and makes the final selection.

Co-op Work - Education Programs: The station participates in college co-op programs in engineering, science and math. These students may have up to 50% of their education costs paid after completing the first year of college. College courses that are job related are completely subsidized for other employees. Navy correnspondence courses are offered to all employees free of charge.

Union Position: The production workers have a union for Civil Service employees.

Benefits: The salary range is from $1.65 per hour to $24,000 per year. The first 3 years an employee receives 13 days leave; from 3 to 15 years he gets 20 days, and after 15 years he gets 26 days leave. If a man is in the reserves he may get an additional military leave of 2 weeks with full salary. An employee may retire after 30 years service at age 55. Other benefits include a retirement plan; sick leave; 8 paid holidays; hospitalization plan (gov't gays 50% of it); all medical care provided if injured on the job, and 75% of salary paid until employee is able to return to work or until retirement age; draft exemption for those in apprentice program.

Present and Future Job Opportunities: Job opportunities at this station are entirely dependent upon the military situation. However, the many job categories observed at the station are ones that have a promising future in private industry.

STUDENT GROUPS ARE WELCOME FOR PLANT TOURS!

PLACE: DELTA AIR LINES
Lee Terminal
Standiford Field
Louisville, 13, Kentucky

DATE: July 31, 1968 **TIME:** 7:45 A.M.

Contact Persons:

A. Station Manager: Bert K. Smith

B. Dist. Sales Manager Paul Riordan

C. Foreman of Maintenance: E. B. Robertson

Type of Industry: Scheduled Commercial Air Line

Number of Employees: Locally - 52 male, 2 female; Totally - 16,000 - Should double by 1975. There are six members appointed by the major to serve on the Louisville - Jefferson County Board. This board functions as Landlord for both air ports. They employ 80 people in both air fields. Some opportunities are found in the areas of air-service, clerical, engineering, and maintenance.

Fringe Benefits: Life Insurance paid completely by company - increases each year. Health Insurance - family plan. Retirement plan - company pays full amount (very good). After -- 30 days - 1/2 fare for air travel 6 months -- 2,000 miles free travel; 1 year -- 3,000 miles free travel, vacation pass, one international pass.

Each year up to 10 years add 1,000 miles per year. After 10 years - annual pass. Vacation: After - 1 year - 2 weeks vacation; 8 years - 3 weeks vacation; 15 years - 4 weeks vacation. Also, in most cases, the company pay 75% of international travel, employee pays 25%.

Pay Schedule: $490 per month starting to $650 in 4 1/2 years.

Helpful school subjects - Operations - business; Sales- Psychology: Maintenance - math, physics. Maintenance school at Vincennes.

Kind of Job Opportunities:

Male: Good opportunities - employees must be willing to relocate - advancement depends on ability, achievement and based totally on merit.

Female: Somewhat limited but there are opportunities available. The most common is that of a stewardess. Qualifications for stewardess: 2 years of college experience. 5'1" to 5'7", good public relations.

Types of Training Programs: Some on the job training. Mechanics - Federal Aviation Authority license is mandatory. Schools: a) Embry Riddle in Miami, Florida. They have one and one-half year schools. b) St. Louis University Park Aviation School.

Requirements for Employment: They are constantly looking for good employees. Minimum age is 18 years, High School Diploma and every employee starts in Ramp Service. Wunderlich test is given - appearance is important. Evaluation every 6 months.

Co-op Work - Education Programs: The only program of this type is located at Atlanta, Georgia - affiliated with Georgia Tech. University.

Union Position: Some Air Lines have unions but Delta has very little connection with unions. The only area is the Guild Chapter of Air Lines Pilots.

Present and Future Job Opportunities:

Male: Good opportunity for promotion with many added fringe benefits. Four areas of opportunities: 1) Ramp services 2) Ticket counter 3) operations 4) Air freight.

Female: Reservations Managers - $1,000 maximum per mo. Director of Women's Service - Atlanta, Georgia; Sales Representatives.

A WORKSHOP PROJECT

BY NEW ALBANY PARTICIPANTS

EMPLOYMENT

HANDBOOK

FOR

JUNIOR HIGH STUDENTS

CAN YOU HELP ME GET A JOB?

Junior high school students often become interested in getting a job. If you are interested in learning more about the world of work and your place in it--either now, or for a future career--then the following information is designed to guide you and help you as you go forward to employment.

Many adults who have had work experience can talk over with you your anticipated job. Your school counselor can help you to consider your needs, your abilities, and your possibilities for certain types of employment. Relatives and friends may help you to find work in the community.

You will want to think about your reason for working. It may be to make money to buy things you need or enjoy using; to help with family or school expenses; to have a good time; or to add to a savings account for some future use. You may want to be active, or use your talents or skills, or be involved with a friend in an activity. You may be needed to help on the job in a community or neighborhood.

Whatever the reason, you are looking for a satisfactory reward. This is one of the goals in the world of work. You can also be assured that the attitude and personal qualities you are developing as a young adult will contribute to your success as an adult employee.

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REASONS FOR CHOOSING OCCUPATIONS

1. Occupations are chosen to meet needs.

2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.

3. Needs may be intelectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choices.

4. Occupational choice begins when we first become aware that an occupation can help to meet our needs.

5. Occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want, and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs, and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.

8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today, or from a job which promises to meet them in the future.

10. Occupational choice is always subject to change when we believe that a change will better meet our needs.

MOST COMMON MISTAKES IN CHOOSING AN OCCUPATION*

1. MAKING CHOICE ON POPULAR APPEAL OR GLAMOUR.
2. MAKING CHOICE ON SALARY PAID OR SOCIAL PRESTIGE.
3. MAKING CHOICE ON INCOMPLETE INFORMATION OR OUTRIGHT MIS-INFORMATION.
4. TRYING TO PLEASE OR SATISFY PARENT OR CLOSE FAMILY FRIEND.
5. INABILITY TO CHOOSE BETWEEN TWO UNRELATED OCCUPATIONS.
6. FAILING TO CONSIDER OPPORTUNITIES FOR EMPLOYMENT.
7. FAILING TO RECOGNIZE OWN ABILITIES, INTERESTS, OR HEALTH.
8. FAILING TO CONSIDER COST OF TRAINING OR EDUCATION.
9. FAILING TO CONSIDER PREVIOUS WORK EXPERIENCE.
10 FAILING TO EXAMINE A WIDE VARIETY OF OCCUPATIONS.

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*Hoppock, R., Occupational Information, pp. 74-5.

WHAT YOU NEED TO KNOW ABOUT YOURSELF

Before going out after a specific job there are several things which you must consider if you expect to get the job and keep it as well.

Individual Characteristics and Experiences

Psychological Characteristics

1. Intelligence
2. Special aptitudes
3. Interests
4. Personality
    a. Attitudes (e.g. toward work, toward authority)
    b. Values (e.g. work values)
    c. Specific traits (introversion-extroversion, etc)
    d. Needs (e.g. achievement needs, nurturance needs)
5. Temperament
6. Self-concept
7. Drive (level of aspiration)

Physical Characteristics

1. Height
2. Weight
3. Body structure
4. Physical strength
5. General health
6. Constitution
7. Endocrine balance
8. Adequacy of physiological functioning
9. Special physical assets
10 Special physical handicaps

Experiences

1. Amount and quality of education
2. Amount and quality of specialized training
3. Special skills
4. Prior work history
5. Hobbies
6. Organizational membership
7. Social and recreational activities
8. Amount and quality of interpersonal relationships established (e.g. acceptance of others, acceptance by others)
9. Identification of role models
10 Rejection of role models
11 Concept of others

TYPES OF JOBS AVAILABLE TO JR. HIGH SCHOOL STUDENTS

1. Delivery for grocery stores, markets, drug stores, cleaners, tailors.
2. Salesboys, stockboys, wrappers and packers in retail stores.
3. Clerical work in stores and offices.
4. Library attendants.
5. Car washers, dispensing gasoline and oil, courtesy service.
6. Packing fresh fruits and vegetables.
7. Jr. Counselors and assistants at recreation centers and camps.
8. Vending operators.
9. School cafeterias.
10 Cooks at fountains, lunch counters, snack bars, or at cafeteria serving counters.
11 Caddie.
12 Farm.
13 Newspaper carrier.
14 Neighborhood Service
    Babysit
    Cut grass
    Wash windows
    House clean
    Assist with spec. jobs

LAWS CONCERNING JR. H.S. EMPLOYED YOUTH

A. Requirements Regarding Employment and Age Certificates.

1. Every employer must secure an employment certificate before he permits any boy or girl under 18 years of age, including high school graduates and married youth, to work for him at any time. This certificate must be kept on file as long as the youth is employed.
2. At the termination of employment, the employer must mail the termination notice to the issuing office.
3. Three kinds of certificates are issued:
   a. Vacation employment certificates are required for youth 14 and 15 years of age for work after school hours and during vacations.
   b. General employment certificates are required for youth 16 and 17 years of age.
   c. Age certificates are issued upon request for minors 18 to 21 years of age. This certificate should be kept on file while the minor is employed and returned to the minor at termination of employment.
4. An employment certificate is not transferable from one job to another. An age certificate is transferable from one job to another or one employer to another.
5. An employment certificate is needed in addition to a social security card.

B. Where to Obtain Certificates.

1. Employment and age certificates may be obtained at the office of the City or County Superintendent of Schools.

C. How to Obtain Certificates.

1. The employer fills out completely and signs the Intention to Employ Form A-1. (No Intention to Employ is required for an age certificate.) Intention to Employ forms may be obtained from the office of the City or County Superintendent of Schools.
2. The youth presents the completed Intention to Employ form, together with a birth certificate, to the employment certification office.
3. As soon as all requirements are met the issuing officer mails the employment or age certificate to the employer. If for some reason the certificate cannot be issued, the employer is notified.

D. Posting Requirement.

1. When boys under 16 or girls under 18 are employed, the employer must post and keep posted in a conspicuous place where minors are employed, a printed notice stating the maximum number of hours such minors are permitted to work.

E. Maximum Hours of Work for Youth

1. Boys 14 and 15 girls 14 through 17 may not work more than:
    a. 8 hours a day.
    b. 48 hours a week when school is not in session (40 hours for boys and girls in interstate commerce).
    c. 6 days a week.
2. During school term boys and girls* in interstate commerce may not work more than:
    a. 3 hours on school days, 8 hours on Saturday.
    b. 18 hours a week.
    c. 6 days a week.
3. Night work:

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*The Federal Fair Labor Standards Act and Regulations thereunder.

a. Boys and girls 14 and 15 may not work before 6 a.m. nor after 7 p.m.

b. Girls 16 and 17 may not work before 6 a.m. nor after 9 p.m.

c. Boys 16 and 17 may not work before 6 a.m. nor after 10 p.m. as a public messenger.

F. Legal Minimum Ages for Employment.

14 years of age--Outside school hours only and in limited non-manufacturing job.

16 years of age--During school hours and in manufacturing and in certain other jobs at any time.

18 years of age--In a number of hazardous occupations.

21 years of age--In a few hazardous occupations.

EXCEPTIONS: Outside school hours minors may be employed in farm work, in domestic service, as caddies, in delivering newspapers to the consumer, as actors and as radio, motion picture and television performers.

GUIDE TO MINIMUM LEGAL AGES FOR EMPLOYMENT IN SELECTED OCCUPATIONS UNDER BOTH STATE AND FEDERAL LAW

A boy or girl must be at least 21 to:

Work in any public pool or billiard room.

Serve or handle alcoholic beverages.

A boy or girl must be at least 18 to:

Oil and clean moving machiners.

Operate any abrasive, polishing or buffing wheel (except that an apprentice may sharpen tools he used).

Operate any elevator; lift, or hoisting machine.

Work on a job that involves riding on a freight elevator except when it is operated by an assigned operator or on a man lift.*

Work in or about establishments where nitroglycerin, dynamite, dualin, guncotton, gunpowder or other high explosives are manufactured, compounded or stored.

Engage in certain work in small arms ammunition plants.*

Dip, dye or pack matches.

Work in any saloon, distillery, brewery or any other establishment where malt or alcoholic liquors are manufactured, packed, wrapped, bottled or in any establishment where the principal business of such establishment is the sale of such malt or alcoholic liquors.

Work in any coal mine.

Work about or in connection with mining other than coal except certain surface occupations.*

Work in most logging and sawmilling occupations.*

---

*The Federal Fair Labor Standards Act and Regulations thereunder.

Operate or assist in operating power-driven wood-working machines and off-bearing from circular saws and guilotine-action veneer clippers.*

Work on a job that involves exposure to radioactive substances.*

Operate or help operate power-driven metal forming, punching or shearing machines.*

Operate, assist in operating or clean certain power-driven bakery machines.*

Work on certain jobs in slaughtering and meat packing establishments and rendering plants.*

Operate or assist in operating certain power-driven paper products machines.*

Operate or serve as a helper on a motor vehicle.*

Chauffeur: Prohibits employment of chauffeurs without license and makes it unlawful to issue a license to any person under 18 years of age.

Engage in any other occupation dangerous to life or limb or injurious to health or morals.

A boy or girl must be at least 16 to:

Oil, wipe or clean machinery or assist therein.

Work in any manufacturing or processing jobs or in any work-room or work-place where manufacturing or processing takes place.*

Operate or assist in operating a number of machines, including laundry machinery.

Operate or tend any power-driven machinery other than office machines.*

Work about any mine, quarry or excavation.

Pack tobacco.

Work in any hotel, theatre or bowling alley.

Be a public messenger.*

Work in connection with transportation, warehousing and storage, communications and public utilities and construction (except office and sales work).*

---

*The Federal Fair Labor Standards Act and Regulations thereunder.

Work in agriculture during school hours.*

Engage in any other occupation dangerous to life or limb or injurious to health or morals.

---

*The Federal Fair Labor Standards Act and Regulations thereunder.

PREPARING FOR THE JOB INTERVIEW

The following list contains some of the recognized principles that should be followed to prepare yourself for a successful interview.

1. Know what is done by the employer, what he manufactures, who buys his products, and how, in general, they are made or what service he performs.
2. Decide why you desire employment with this particular employer.
3. Know the names of the executives, particularly the one you are going to see.
4. Summarize your qualifications and be able to state them concisely and intelligently. Include part-time, extra-curricular and volunteer experiences.
5. Practice sitting and standing, entering and leaving a room. Remember, the interviewer will be watching so don't drag your feet; be poised at all times.
6. While waiting in the outer office, watch what goes on around you. Read company literature.
7. Be sure you have the following things with you: a) pen, pencil and note pad; b) your social security card; c) your resume or personal-data record; d) at least one letter of introduction or reference from soneone known to the employer, if possible; e) samples of your work (this applies to artists, writers, photographers, etc.). Make sure it is attractively presented; f) your military service discharge and records; g) your birth certificate; h) your working papers, if you are still at the age where they are needed.

8. Plan to go alone.
9. Plan to arrive five minutes early, don't forget to telephone if you are detained.
10. Your appearance will be greatly influenced by the job for which you are applying. In general, the following suggestions should be followed: a) clean hands and nails; b) conservative attire (do not wear sports attire); c) do not chew gum or smoke; d) avoid all offensive odors; e) girls should use reserve in hair styling, a minimum of make-up, subdued nail polish, little perfume, no corsage, and wear a business dress or suit; f) if applying for a "white collar job," men should be cleanly shaven, wear a suit, wear white shirt and necktie, and have their hair trimmed and combed and shoes shined. Men applying for factory production jobs should dress accordingly; however, neatness and cleanliness cannot be over-emphasized.

DURING THE INTERVIEW

The following rules and ideas should be considered:

1. Don't get annoyed or restless while waiting.
2. Smile, and give your name distinctly when greeting the interviewer.
3. Do not offer to shake hands unless the interviewer offers to first. If you do, use a firm handshake, it tells more than you think.
4. Never address the interviewer by his first name unless requested to do so.
5. Do not look at or touch anything on the interviewer's desk.
6. Don't hang up your coat until it is suggested.
7. Don't use his desk for a hat rack.
8. Don't smoke unless requested. Girls should seldom, if ever, smoke.
9. Don't sit down until asked.
10. Show no interest in other conversations.
11. Let the interviewer take the initiative.
12. Watch the interviewer's mannerisms and general attitude.
13. Look directly at the interviewer when talking.
14. Avoid using slang expressions.
15. Never criticize others (including former employers).
16. Don't use generalities when answering questions. Be factual; do not exaggerate previous salaries.
17. Convey interest and enthusiasm.
18. Never beg for a job nor be boastful.
19. Do not contradict the interviewer.
20. Don't discuss personal problems.
21. Be able to relate your qualifications and experiences readily. If you have never worked steadily before, relate volunteer, extracurricular and part-time experiences.

22. Ask what duties you might perform.
23. State salary desired, but be realistic in your demands. If salary offered is too low, don't mislead the interviewer. Either you are interested or not.
24. Indicate preference as to jobs desired. Never say "I'll take anything".
25. If salary offered is starting salary, inquire what raises are possible and when salary increases can be expected. What is the maximum salary allowed for the job?
26. If you are asked for additional information, send it promptly.
27. Suggest when and where he might contact you, if desired.
28. Leave promptly when interview has been terminated.
29. Express appreciation for the interview.
30. Do not manifest disappointment. An expression of regret at not being associated with his organization may be in order.
31. If you are hired, make sure you have definite understanding as to your duties; when you start, with whom you will work, etc.
32. When leaving, thank the person in the front office who introduced you.
33. After a few days have passed, telephone the interviewer and ask if additional information is desired.

CHECK LIST FOR INVESTIGATING JOBS

Employment Prospects

Nature of the Work

Work Environment

Qualifications

Age Sex Height Weight

Other physical requirements

Aptitudes

Interests

Tools and equipment

Legal requirements

Unions

Discrimination

Preparation

Entrance

Advancement

Earnings

Number and Distribution of Workers

Advantages and Disadvantages

COMMENTS OF SEMINAR
BY
NEW ALBANY PARTICIPANTS

The most important single thing was being able to talk to people about their jobs as they worked instead of the usual rush through a plant looking at industrial processes and products.

The workshop was a success because it provided an intimate contact with all echelons of industry--the beginning worker through high management. Our discussions with personnel and management officials gave us a good insight into their problems of employment and employee relations.

Seldom have I participated in a course that has provided as much practical information as this one. This course has served as a general education course for me as much as a vocational education one. I knew little about industry and its jobs; and being a newcomer to this area, I knew nothing about industries unique to the Falls City area. I think it will be helpful in general counseling to know what a student is talking about when he tells me that a parent works for a particular firm.

I feel more confident about contacting people in business and industry, especially since all our resource people have expressed such a willingness to assist us in any way. I'm now convinced that we are working toward the same goals and that we can work together toward those ends.

This workshop has been the most practical class that I have taken since I started to college. The realistic exposure and informational visits and discussions were extremely stimulating. I would recommend this class or this type of class for any person planning to be a counselor. I would even go one step farther and recommend it strongly to any person planning to be a teacher. I will never be the same in my future counseling interviews. My scope of the work world has been broadened and my conceptions of many careers has been confirmed, but yet more realistic. I do feel that I can judge whether a student is more qualified, now.

The vocational workshop was certainly a success both in terms of its being well-planned and executed and also in terms of what we counselors received from it. The workshop showed much pre-planning and hard work on the part of those who were in charge. The businesses and industries were well chosen for their practicality and were diversified to lend further assistance to us as counselors. Every minute was used and there was no lost time. Even the lunch hours were such that we had a taste of good food and a sampling of the area's finest dining facilities.

We were given the rare opportunity to talk to employers and employees about matters such as their rate of pay, fringe benefits, training programs available, possibility of advancement, and what we, as counselors, could have done or can do for our students to better equip them for the world of work. We found the doors had already been opened for us and the stage set for very frank discussions and open lines of communication. Interviews were taped for future use as counseling devices. We were able to see the environment and facilities of industry and to understand the nomenclature somewhat for each industry.

Probably, one of the intrensic values of such visits to industry for both the employed and the counselor is that of opening the lines of communication - of being able to pick up the telephone and saying, "Mr. Snider, I have a boy here who wants to be a carpenter----"

The group of participants in the workshop were very congenial. We certainly gained from being associated with one another for three weeks and sharing our own problems and experiences. If we had a problem with time, it was that of our getting so involved in discussion that we lost all track of it.

WABASH
VOCATIONAL COUNSELING
SUMMER WORKSHOP
July 22 - August 9

The purpose of these guidance institutes is to better enable high school counselors to work with young people not planning on going to college. The importance of this purpose can not be overlooked. I believe the counselor who feels he is on "safe ground" by preparing most of his students for college entry is unrealistic. The student guided into a college preparitory course who does not then enter and complete college has been delayed in a meaningful preparation for life. The contents of this report speak strongly of the need for greater emphasis on both secondary and past secondary programs designed to meet the needs of the non-college bound citizen.

We had overwhelming cooperation from industry and business in putting on this program. The needs mentioned above are known by these people. Many offered well thought-out, constructive criticisms of our present school programs. I believe this program accomplished much more than was originally intended. It opened a new avenue of communication between the various facets of our communities. The area in which it was conducted will find better cooperation between the schools and the employers of our students.

VOCATIONAL COUNSELING
UPPER WABASH VOCATIONAL SCHOOL
Verbal Summary

BENEFITS AND MEANINGFUL INFORMATION

1. View actual job situations
2. Awareness of qualities that employers like employees to have
3. Broke barrier with management
4. Improve attitude which effects pride of work and attendance

5. Need 3 R's
6. Lack of use of school records for unskilled labor
7. Opportunity for handicapped worker
8. Industry considers education a never ending process
9. Relationship of number of unskilled jobs as to statistics
10. General lack of understanding as to job opportunity in community
11. Potential should not be underrated. Teachers should be encouraged to stretch the students ability by giving him all he is capable of doing and then a little more.
12. Believe the course should be a required practicum in Vocational Counseling
13. Pleased with places visited and amazed in job opportunities in Wabash
14. Gained information about job titles and apprenticeship programs
15. Should have a course in personal finance in high school
16. Should have in-service training of teachers within own school with such a course
17. Make an effort to enlighten people that are in charge of counselor training the need for such a workshop
18. Impression of value of High School Diploma
    A. What to do with youngster that should drop out of school
19. What does the term Engineer mean?
20. Glad to hear industry list names of trade schools that have successfully trained students for employment
21. Everyone skirted what can we do with attitudes--Lost sight of Individual

22. Impression of management relationship with Union--purpose and service
23. Value of Jr. High School Counselors in relating earlier to students job opportunities
24. Wunderlick Test?
25. Philosophy of company and how it can carry through a plant
26. Personality of business
27. Wide range of opportunities
28. Dignity that goes with factory work
29. Suggested letter be sent to Superintendents and Principals giving information about the workshop

SUGGESTIONS FOR FUTURE WORKSHOPS

1. Bring counselors from outside of local area
2. More meals planned together for interaction
3. Provision on tours to talk to lower level employees
4. Housing arrangements--to relieve expenses
5. Panel of union people
6. Building Trades area weak
7. Wasted time with objective tour reports
8. Two weeks & two days would have been sufficient time--repetitious

Francis Morrison

WABASH
VOCATIONAL WORKSHOP
PARTICIPANTS

Forrest B. Dunnuck
R. R. 5
Warsaw, Indiana 46580
Akron School

George Hapner
Box 207
Fulton, Indiana 46931
Caston Ed. Center

Arnold Moser
R. R. 2
Grabill, Ind. 46741
Leo High School

Jerry Rhoades
Box 151
Denver, Ind. 46926
Lewis Cass H. S.

Mrs. Dorothy Hiatt
R. R. 2
Royal Center, Ind. 46978
Logansport High School

Wayne Fansler
R. R. 1
Roann, Ind. 46974
Northfield High School

Mrs. Joann Guttrich
Box 43
Urbana, Ind. 46990
Northfield High School

Richard Atha
Box 256
Oxford, Ind. 47971
Benton County

Jack P. Miller
1504 Robin Hood Drive
Seymour, Ind. 47274
Seymour High School

Mrs. Florence Emrick
R. R. 5
Wabash, Ind. 46992
Southwood High School

Robert Dawes
R. R. 5
Wabash, Ind. 46992
Southwood High School

Mrs. Caroline Deckard
1070 Cambridge Drive
Wabash, Ind. 46992
Wabash High School

John Bass
9500 E. 16th St.
Indianapolis, Ind. 46229
Warren Central

WABASH
TOUR SCHEDULE
FOR
VOCATIONAL COUNSELING WORKSHOP
July 22 - August 9

MONDAY, JULY 22

8:30 A.M. --HONEYWELL CENTER

Organizational meeting with Thomas G. Garrison, State Supervisor of Vocational Guidance, Rolla Pruett, Workshop Director, F. C. Morrison, Director of the Upper Wabash Vocational School, and Pete Jones, Workshop Co-ordinator.

2:15 P.M.--TOUR OF CONTROLS CORP., NORTH MANCHESTER

This company employs about 400 (mostly women) and manufactures controls for washers and dryers.

TUESDAY, JULY 23

9:00 A.M.-- TOUR OF CHRYSLER CORP., KOKOMO

The Kokomo plant produces transmissions for Chrysler, Dodge and Plymouth cars and trucks. The company has a corporate-wide training program which we will hear about during our visit. The tour will take most of the day. Lunch will be served at Chrysler.

WEDNESDAY, JULY 24

8:00 A.M.-- HONEYWELL CENTER

Discussion of tour at Chrysler
Report from F. C. Morrison on July 23rd Legislative Council meeting on pending legislation concerning the regulation of non public post secondary schools.

1:30 P.M.-- ROD WILLS, Personnel Director at Donnelley Printing, Warsaw, will speak on his company's training program.

THURSDAY, JULY 25

9:00 A.M.-- TOUR OF SQUARE D PLANT, PERU

Square D. is a manufacturer of electric panelboards, switchboxes and other electrical equipment and employs about 400.

1:15 P.M.-- TOUR OF CONTAINER CORP. OF AMERICA, WABASH

Container produces paperboard for later fabrication of boxes and other types of containers. About 250 workers operate two large paper machines 24 hours per day, seven days a week.

FRIDAY, JULY 26

8:00 A.M.-- HONEYWELL CENTER

The morning session will include a tour of the Friendly Nursing Home, Wabash.

1:00 P.M.-- TOUR OF WABASH COUNTY HOSPITAL

A panel of representatives from various health occupations will speak to us in the hospital multi-purpose room after the tour.

MONDAY, JULY 29

8:00 A.M.-- HONEYWELL CENTER

Delmar Johnson, state director of vocational agriculture training, will conduct a discussion of occupational opportunities in agriculture and related fields.

TUESDAY, JULY 30

7:50 A.M.-- TOURS OF PEABODY SEATING AND HECKMAN BINDERY, NORTH MANCHESTER

Peabody Seating manufactures a line of school furniture. Heckman's bind books for schools and libraries in several states.

1:00 P.M.-- HONEYWELL CENTER

Retail Panel

WEDNESDAY, JULY 31

8:30 A.M.-- TOUR OF GENERAL TIRE & RUBBER CO., WABASH

General Tire's mechanical goods division has headquarters in Wabash, where about 1,500 workers produce a variety of rubber goods.

1:30 P.M.-- TOUR OF UNITED STATES GYPSUM CO., WABASH

U.S.G.'s Wabash plant produces insulation materials.

THURSDAY, AUGUST 1

8:30 A.M.-- TOUR OF FORD METER BOX, WABASH

Ford Meter Box Co. is a family-owned manufacturer of water meter boxes and water meter fittings. It is a leader in the U. S. and foreign markets for these products.

1:00 P.M.-- HONEYWELL CENTER

FRIDAY, AUGUST 2

8:00 A.M.-- HONEYWELL CENTER

Robert Hooker, supervisor of education, at Delco Remy, Anderson, will conduct the morning session.

1:00 P.M.-- HONEYWELL CENTER

MONDAY, AUGUST 5

8:30 - 9:45 A.M. TOUR OF REDMON COMPANY, PERU
NORTH ON WATER STREET

Redmon Co. manufactures wooden hampers, bassinettes, baskets, chests and toys.

10:00-11:30 A.M. TOUR OF CANTERBURY HOUSE, PERU
SOUTH ON WATER STREET

Canterbury House produces upholstered sofas, chairs and sectionals.

1:30 P.M.-- HONEYWELL CENTER

TUESDAY, AUGUST 6

8:30 A.M.-- TOUR OF DELCO CORP., KOKOMO

Most of today's session will be spent at this plant which produces radios for automobiles.

WEDNESDAY, AUGUST 7

9:00 A.M.-- TOUR OF KROGER EGG EXCHANGE, WABASH

Kroger sorts and packs eggs for distribution over the Midwest in this plant.

1:00 P.M.-- HONEYWELL CENTER

Representatives of several public utilities will discuss personnel situations. REMC, Public Service Indiana, Northern Indiana Public Service, General Telephone and Indiana Water Co. will be represented. Training programs and safety education will also be discussed.

THURSDAY, AUGUST 8

8:00 A.M.-- TOUR OF HONEYWELL, INC. PLANT, WABASH

FRIDAY, AUGUST 9

8:00 A.M.-- HONEYWELL CENTER

12:00 Noon CLOSING LUNCHEON

WABASH TOUR REPORTS

PLACE: Honeywell, Inc. (Wabash Commercial Plant)

DATE: August 8, 1968 TIME: 8:30-11:45 a.m.

Contact Persons:

A. Plant Manager: Bill Fay

B. Ind. Relations: ________

C. Employment Manager: John Fetter

D. Assistant Personnel Manager: Tom Hodson

Type of Industry: Design and manufacturing of industrial building automation system.

Number of Employees: 385 (approximately 1/2 salaried)

Kind of Job Opportunities:

Male: Few present opportunities in shop; have six in machine shop, 8 welders, pressmen, grinders, painters, maintenance men (very low turnover); many salaried opportunities for qualified men as technicians in quality lab and electronics; design and graphic.

Accounting, inventory control & purchasing. Draftsmen are needed as well as electrical, mechanical, and chemical engineers.

Female: Women in shop do assembly wiring tasks but little turnover occurs. Salaried opportunities for clerical workers, as clerk typists, secretaries, bookkeepers. Qualified ladies may get into graphic arts, drafting.

Types of Training Programs:

All assemblers, machine operators and other plant people received on-the-job training when the need arose. Tuition refund programs are available to employees who take courses related to present or future job possibilities. Evening courses were set up through the UWVS adult program.

Requirement for Employment: Production employment is selective. No one hired for 1 1/2 years. Lowest seniority 8-10 years. Clerical personnel should type 50 w.p.m. and be able to take shorthand, need to post - high school training. Technicians preferred with two year technical training. Attitudes, courses, attendance and class standings considered.

Union Position: Production workers or hourly employees belong to union; Job biddings & posting prevents outside skilled welder, maintenance man, etc. from employment in his field in this factory due to high seniority level.

Present and Future Job Opportunities: Few opportunities exist presently for hourly employees since seniority now has reached a minimum of 8-10 year. Opportunities for technicians, engineers, clerical workers, various levels of management are great since one half of the 380 employees are salaried.

Since all orders are custom orders, a job shop atmosphere exists rather than assembly line operation. The factory is clean, well-lighted and generally not too noisy. Some laboratories, in addition to the design and office areas, are air-conditioned.

Much of the assembly work is hand assembly and very time consuming. Accuracy and careful attention to instructions is imperative.

The turnover of hourly employees is one-half percent. Salaried turnover was more than thirty percent in 1967 with the largest amount in clerical workers.

Honeywell would be interested in employees with background in electronics, drafting, office practices, and welding.

Reporter:

Robert Dawes

PLACE: Delco Radio Division of General Motors
Kokomo, Indiana 46901

DATE: August 6, 1968 TIME: 9:00 -1:30

Contact Persons:

A. Manager: H. G. Riggs

B. Ind. Relations: Bill Coffey, also training supervisor

C. Employment Manager: Morris J. Boyce

Type of Industry: Car radios and stereo type players

Number of Employees: 8,500

Kind of Job Opportunities:

Male: Salaried supervisors - engineers - management- hourly- machine operators - inspectors - office help - assemblers - maintenance

Female: Assemblers - machine operators - inspectors - office help

Types of Training Programs: On-job training - apprenticeships - pipe fitter -

millwrights, tool & die - tin smith - machine repair - electricians, clerical tests - typing - shorthand - clerical aptitude.

Requirements for Employment: High school graduates - testing - inspection - mechanical aptitude - non-verbal. Receive applicants only through State Employment office.

Coop Work - Education Programs: Coop college training with GMI., Purdue - University of Missouri - Tuition refund for college work.

Union Position: United Auto Workers - A.F.L. for platers & polishers

Present and Future Job Opportunities:

High pay start at $3.10 with 5¢ cost of living increase to $3.15 for tool and die makers - future advancement to top management with extra training on college level.

Recommended Schools:

Purdue Technology

SAMS in Electronics

Valpa University

Two years high school Electronics program is desirable for employment.

A. Moser----Chairman

PLACE: Heckman Bindery, Inc.
North Manchester, Indiana

DATE: July 30, 1968 TIME: 10:30 a.m.

Contact Persons:

A. Manager: Steve Heckman

B. President: Paul Heckman

C. Sales: John Leatherman

D. Purchasing: Max Stands

E. Director of Systems: John Glascow

F. Machine Maintenance: Clyde Bolinger

Type of Industry: Library binding for texts and periodicals, also private books.

Number of Employees: 526 total, 95% women, 550 summer, 450 winter

Kind of Job Opportunities:

Male: Mostly supervision & maintenance -- shipping department -- very little production for men.

Female: Very pleasant job for women even with rather low salary - working conditions par excellence. - must be 18 yrs. old to work because of government work requirement - women employed for dexterity and good at tedious work.

Types of Training Programs: On the job training, except clerical typist.

Requirements for Employment: Obviously good readers, careful workers - Hired by screened interview - steady type person - High School physical fitness---still not real important.

Coop Work-Education Programs: No coop education program other than inviting us in.

Union Position: No union in plant - don't feel the need - probably because of community attitude toward Heckman Bindery - e.g. buying up debentures.

Present and Future Job Opportunities: Chance for supervisory spot because of 1 supervisor for every 5 to 6 labor employees. Chance to advance from 1.70 to 1.95 plus extra pay for supervisory responsibility--day off per quarter for perfect attendance.

60% drive in to N. Manchester to work at Heckman's.

PLACE: Chrysler Corporation Transmission Plant
Kokomo, Indiana

DATE: July 23, 1968 TIME: 9:00 a.m. - 3:00 p.m.

Contact Persons:

A. Manager: Bill Crowman

B. Ind. Relations: John Walters & Frank Chapel

C. Employment Manager: Frank Chapel

Type of Industry: Manufacturers transmissions (automatic) for Plymouth, Dodge, Chrysler & Imperial cars and small Dodge Trucks.

Number of Employees: 4,700

Kind of Job Opportunities:

Male: Skilled Trades - Machine Operators - Mechanics - Test Drivers custodians - assembly line - plant protection - engineering - sales. Female: Office (Sec. - Typist - Bkpg. - Key Punch). Open but limited. Mostly in office area. Good starting salary for clerical workers.

Types of Training Programs: Apprenticeship in tool & die, electricians, mill wright, machine repair and pipe fitting. 8,000 hours on job plus 672 classroom hours. Foreman & supervisory in service training program, 2 hours per week indefinitely. Tuition re-imbursement for further education as long as related to job.

Requirements for Employment: Prefer H. S. graduate but not necessary. Physical exam. Pre test for clerical jobs.

Coop. Work - Education Programs: Operates own within plant. No definite program with college etc.

Union Position: U.A.W. Hourly
U.A.W. Engineering
U.A.W. Office & Clerical
U.A.W. Plant Guards
Must join in 40 days

Present and Future Job Opportunities: Good - based upon initiative and motivation to a large degree, education.

The qualifications for advancement must begin in high school.

Discussion Chairman: JOHN BASS

Recorder: WAYNE FANSLER

COMMENTS OF SEMINAR
BY
WABASH PARTICIPANTS

Even though I have had the opportunity in the past to tour rather briefly several local industries, this is the first time I have been exposed to the information about the complexities of industrial work and management. The explanation of operations and the time spent in answering our questions provided insight and enlightenment that could not be gained in any other way.

If it could be done, I feel this should be a part of the training program of all counselors. I have received more knowledge of occupations from this course than any other related course I have had. A course such as this one is as practical as practicum in counseling.

Some of the things that I like best about the workshop were:

1. Talking to the various plant managers and personnel people and hearing their ideas. It was enlightening to know what they expected of their employees and what they thought the schools could do to better prepare the students for the world of work. Observing people working at their various jobs was also very interesting and worthwhile.
2. I was encouraged by the enthusiastic way we were received in most instances. I think it showed that people in business and industry are anxious to work with the schools. The lines of communication are just sometimes poor. I think our workshop built a lot of good will with those places we visited. I am encouraged to return to my own area and take more positive steps in opening up lines of communication to the world of work in the area around our school.

3. I think the workshop was well planned. This can be a difficult type of program to coordinate especially when you have to make last minute changes. This had to be done in our case and it was handled very well.
4. I enjoyed the informal atmosphere of the workshop. I think it was a very compatible group. Everyone seemed to be interested in making themselves better equipped to do their job. I am convinced that the workshop method is about the best technique that counselors can use to share and increase their knowledge.

I feel that a barrier real or imaginery between the school (the counselor) has been given a fatal blow, because I for one feel more confident in going to the personnel manager, the plant manager, etc., and talking with them about the possibilities of employment for those whom I work with. This alone has been worth the time spent.

CONCLUSIONS - EVALUATION - RECOMMENDATIONS

In addition to specific knowledge gained about each individual business, industry, or service toured or contacted, there were some other learnings that took place. Some of these are summarized as follows:

1. It was to the participants "surprise" and perhaps consternation to learn that businesses do not, for the most part, ever refer to school records for information.

2. Attitudes toward work is considered most important by industry. Dependability is a number one virtue for prospective employees.

3. Businesses would like to be better informed concerning the various vocational training programs in the schools. They would then like to cooperate by sending representatives to help schools plan more realistic programs. There is a definite lack of communication now between the schools and businesses.

4. Participants now feel more qualified to discuss job placement or opportunities with prospective employers; before, they were unsure how to communicate with them, often feeling they sould be rebuffed if they tried. Their activities this summer have given them confidence to pick up a phone to call businesses for information and assistance now.

5. Industry stressed the need for schools to definitely relate school subjects to the world of work in a practical way.

Each workshop participant was asked to evaluate his summer's program. The following are some of the items mentioned as positive or negative and some suggestions for another year's program.

1. The workshops were well organized and executed for the most part. However, information concerning requirements, fees, and transcripts should

be sent much earlier so that more school counselors could make arrangements to participate.

2. The great variety of tours and activities was excellent. However, some felt too much was planned for some days. It might be better to delete something to better cover something else.

3. Buzz sessions both in the industries and back at the headquarters were listed as most valuable so that learnings could be discussed and shared. Some days were too busy for this kind of summarization and it was felt that this should have been given more attention.

4. Smaller businesses could have been invited to participate in more panel discussion so that the workshop participants could have close contact with them, yet conserve time and energy for the larger plants 'visitations.' The more personal contact between personnel managers and the participants, the greater the learning and good will existed, it appeared.

5. There was a great variety of suggestions from labor union's point of view, and more information about and participation from minority groups.

6. It is suggested that each counselor survey his own school personnel to know their past work experience and/or hobbies for referral prospects.

7. The participants should make a "yellow pages" of their area's vocational opportunities.

8. A questionnaire should be sent to each of this summer's participants to see if and how each has used the information gained from the workshop experience.

It was felt by all participants that in spite of the hard work and physical fatigue the workshop experience was certainly worth the effort and for many it was the most worthwhile "class" they had ever taken. All concur that such experiences should be repeated so that others may have like opportunities.

APPENDIX

ASSIGNMENTS

MINIMUM OF (1) PROJECT

Suggestions:

1. Annotated picture story or scrapbook of Workshop
2. Outline descriptions of experimental programs designed to prepare young people more adequately for the world of work through innovations in training, counseling, placement, and other methods
3. Development of a compendium and guide of practical, useful information and suggestions for the intelligent job-seeker
4. Plan a program that would help students become familiar with the world of work and to develop tenative occupational plans
5. By subject matter per se, outline and narrate both directly and indirectly the relationship between the school curriculum and vocational opportunities in the community
6. Plan and design bulletin boards appropriate for your age groups dealing with world of work. Could show pictorial graphs indicating pertinent vocational information
7. Develop informational service directory of the local area

EVALUATION

Keep a daily diary of visitations made, questions asked and answers received. Include information from the following:

A. Formal and informal discussions

B. Lecture notes from resource personnel

C. Positive and negative reactions of places visited, lectures heard, or any item of interest that aroused you

From the above information gathered, write an evaluation of the three (3) week

Seminar in terms of:

A. Philosophy, objectives, value of course, suggestions for improvement, outstanding experiences.

B. What you liked most about the workshop and, conversely, what you liked least.

C. Tell how you think this Seminar will help you be a better counselor (if you do think so).

D. Tell how you will best use the information learned from this Seminar.

E. Do you feel that Seminars of this nature are worth while?

F. Plus any other remark or comment you care to make.

DAILY PROCEDURE & ASSIGNMENTS

A. On visitations to businesses, industry, services and others the participants will either go through as one group or will divide into four different groups.

If you go through as ONE GROUP:

1. Appoint a Chairman for the group who will be a kind of Spokesman although others will be asking questions and taking notes of visitation.

   Upon returning to Central office--for informal group discussion of the Visitation, Chairman will be responsible for keeping the DISCUSSION going. At the end of discussion, participants will provide chairman with revised notes on visitation and discussion that followed. Chairman will be responsible for editing these and preparing a narrated report of both visitation and discussion for submitting to the secretary who will type and mimeograph for Hand-Outs.

If Participants are divided into FOUR or more groups:

1. Each group will appoint a chairman and will preside at the discussion for his particular group. Each group will be given 20 minutes approximately back at Central office to prepare the presentation to the other groups. Each group chairman will be responsible for editing and getting ready the information that will go to the secretary to be mimeographed.

NOTE: When Resource People are used:

Secretary will take notes in shorthand and prepare copies of the lecture to participants. If recorders are available, then lectures may be taped and secretary can prepare them for mimeographing from TAPES.

VITA SHEET FOR EACH PARTICIPANT

Date_______________

Name____________________ Sex______ Marital Status______________ No. of Dependents_________________

Birthdate________________ Degrees Held____

Licenses and/or Certificates Held____

Colleges and/or Universities Attended____

Professional Experience:

Title or Position	Number of Years Served	License or Certificate Needed for Position	Describe Duties

Other Work Experience:

Title	How Long	Qualifications or Requirements Needed	Describe Duties

Hobbies or Outside Interests____

Professional Organizations: List____

Civic Organizations: List____

How Do You Usually Spend Your Summers?______________________________________

Reason(s) For Enrolling in this Vocational Seminar______________________________

____

Current Position in School System____

Value of Seminar to Current Position____

SUPPLEMENTARY MATERIALS

HOPPOCK'S THEORY OF OCCUPATIONAL CHOICE*

1. Occupations are chosen to meet needs.
2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.
3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choices.
4. Occupational choice begins when we first become aware that an occupation can help to meet our needs.
5. Occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.
6. Information about ourselves affects occupational choice by helping us to recognize what we want, and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.
7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs, and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.
8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.
9. Satisfaction can result from a job which meets our needs today, or from a job which promises to meet them in the future.

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*Hoppock, R., Occupational Information, pp. 74-5

10. Occupational choice is always subject to change when we believe that a change will better meet our needs.

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*Hoppock, R., Occupational Information, pp. 74-5

VOCATIONAL LIFE STAGES*

1. Growth Stage (Birth-14)

Self concept develops through identification with key figures in family and in school; needs and fantasy are dominant early in this stage; interest and capacity become more important in this stage with increasing social participation and reality-testing. Sub-stages of the growth stage are:

FANTASY (4-10). Needs are dominant; role-playing in fantasy is important.

INTEREST (10-12). Likes are the major determinant of aspirations and activities.

CAPACITY (13-14). Abilities are given more weight, and job requirements (including training) are considered.

2. Exploration Stage (Age 15-24)

Self-examination, role tryouts, and occupational exploration take place in school, leisure activities, and part-time work. Substages of the explorative stage are:

TENTATIVE (15-17). Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

TRANSITION (18-21). Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.

TRIAL (22-24). A seemingly appropriate field having been located, a beginning job in it is found and is tried out as a life work.

3. Establishment Stage (Age 25-44)

Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions.

Substages of the establishment stage are:

TRIAL (25-30). The field of work presumed to be suitable may prove unsatisfactory, resulting in one or two changes before the life work is found or before it becomes clear that the life work will be a succession of unrelated jobs.

STABILIZATION (31-44). As the career pattern becomes clear, effort is put forth to stabilize, to make a secure place, in the world of work. For most persons these are the creative years.

4. Maintenance Stage (Age 45-64)

Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines.

5. Decline Stage (Age 65 on)

As physical and mental powers decline, work activity changes and in due course ceases. New roles must be developed; first that of selective participant and then that of observer rather than participant. Substages of this stage are:

DECELERATION (65-70). Sometimes at the time of official retirement, sometimes late in the maintenance stage, the pace of work slackens, duties are shifted, or the nature of the work is changed to suit declining capacities. Many men find part-time jobs to replace their full-time occupations.

RETIREMENT (71 on). As with all the specified age limits, there are great variations from person to person. But, complete cessation of occupation comes for all in due course, to some easily and pleasantly, to others with difficulty and disappointment, and to some only with death.

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*Super, D., et al., Vocational Development a Framework for Research, pp. 40-1.

PRIMARY LEVEL

QUESTION: What are the aims, goals, and purposes of vocational or educational guidance at the primary level?

ANSWER:

1) To develop "readiness" for making an occupational decision.
2) To help the child recognize the importance of education in the world of work.
3) To help the child develop thinking, study, and work habits.

QUESTION: Why have a program of this sort at this level? Is there a need for it and how do you know?

ANSWER:

1) The child's horizons need to be boadened. The development of attitudes about work which are acceptable to the culture in which he lives.
2) To understand that various jobs performed by numbers of his family are important and are performed because he is loved and accepted.
3) Foundation is laid for his understanding, appreciating, and accepting responsibilities as they relate to his welfare.

QUESTION: What should the specific goals be in terms of behavior?

ANSWER:

1) The child learns that work has different rewards. Some family jobs receive wages and some love and concern. He too can experience both kinds of rewards.
2) The child recognizes that he too has work to do and responsibilities to assume. His self-directiveness grows as he learns to assume increasingly difficult tasks.
3) He learns how to use the various community services to solve his problems.
4) He will be better equipped to master new and more advanced "tasks".

The early establishment of "good" study and work habits leads to a greater probability of success in school and later in a vocation.

QUESTION: State the goals of the program in terms of students behavior which are measurable and observable.

ANSWER:

1) Pupils are happy and busy and there is general social adjustment in the classroom.
2) Pupils are willing to assume responsibilities
3) Increased vocabulary.
4) Recognition of various facts of jobs and workers such as uniforms, tools, place of work and so forth.

QUESTION: How should students of a program of this sort differ from those without such a program?

ANSWER:

1) Reveal advances toward maturity.
2) Show more understanding and less discrimination against mundane jobs.
3) Can engage in realistic role playing as a result of stories, discussions, field trips, pictures and speakers.
4) Increased enthusiasm in schoolwork.
5) More self sufficient at home, school and in the community.

QUESTION: What tests would you use at each level and explain what they are to be used for. How will their use contribute to the aims, goals, and purposes? What evidence do you have for their validity?

1) The tests suggested for primary are the Stanford Primary Battery to be given in 2nd grade and teacher-made tests over units as needed.
2) The purpose would be to identify strengths and weaknesses of the individual and group which will lead to improvement in instruction and adjustment.

3) This will help the teacher gain new insights into the child's potentialities and limitations so that his needs can be met in the program.

4) Validity for the Stanford Achievement Test can be found in the Fifth Mental Measurement Yearbook, 1959 on pages 76-80 in an article by N. L. Gage. He says that it is a dependable workhouse that will serve most school systems well. However, only by taking these tests and comparing their content with what is taught in your system can you decide how fair, valid, relevent, and appropriate these tests are for your people.

QUESTION: What general information would you use at this level?

ANSWER: The kind of information given at this grade level is determined by the immediate needs and interests of the pupils and by their readiness to appreciate and utilize that which is presented about the world of work.

QUESTION: What function will the information serve?

ANSWER: This information will serve as a motivating device to aid the pupil in considering his place in the working world.

QUESTION: How would this information be transmitted to the students?

ANSWER: Specific activities such as field trips, motion pictures, film strips, supplementary reading, story telling and resource people will convey the information.

QUESTION: What information would be used specifically and where would you get it, file it, and use it?

ANSWER: No specific information would be used at this level unless a great interest is shown in some particular field. General types of information suit this age child the best.

QUESTION: How will you evaluate the program and determine whether this program is meeting aims.

ANSWER: There is no evaluation needed at the primary level. It is purely a foundation period.

INTERMEDIATE LEVEL

QUESTION: What are the aims, goals, and purposes of vocational or educational guidance at the intermediate level?

ANSWER: 1) To help student broaden his knowledge in the areas of science.

2) To lay a foundation for vocations requiring science curricula.

3) To broaden thinking, studying and work habits.

QUESTION: Why have a program of this sort at this level? Is there a need for it and how do you know?

ANSWER: 1) Our culture places great value on science.

2) It is necessary for vocational exploration.

QUESTION: What should the specific goals be in terms of behavior?

ANSWER: 1) This introduces more understanding of the individual's place in the areas of science related to vocations with which he is familiar or interested.

2) To master new and more advanced tasks.

QUESTION: State the goals of the program in terms of students behavior which are measurable and observable.

ANSWER: 1) Interests, hobbies, outside reading and requests for more information.

2) Teacher-made or standardized tests.

3) Observable self-directed trials.

QUESTION: How should students of a program of this sort differ from those without such a program?

ANSWER: 1) Should indicate more curiosity and interest in scientific areas.

2) More maturity and greater self direction.

QUESTION: What tests would you use at each level and explain what they are to be used for? How will their use contribute to the aims, goals, and purposes? What evidence do you have for their validity?

ANSWER: 1) The Stanford Achievement at 4th and 6th, Otis-Beta at 6th and teacher-made tests.

2) The purpose of these tests is to identify strengths and weaknesses of the individual students.

3) These tests will help the teacher gain new insights into the child's potentialities and limitations so that his needs can be met in the program.

4) Validity of the Stanford is covered under primary and no information was found on the Otis Beta.

QUESTION: What general information would you use at this level?

ANSWER: General information at this level should follow the interests of the class. The use of books, films, plays, creative writing and field trips integrated within the Social Studies and Language Arts program are important at this level.

QUESTION: What function will the information serve?

ANSWER: 1) Reinforce child's interest.

2) Satisfy his curiosity

3) Help him to see occupations realistically.

QUESTION: How would this information be used and how would it be transmitted?

ANSWER: This information would be used informally in the general curriculum when the children showed interest and transmitted by the means mentioned above.

QUESTION: What information would be used specifically and where and how would you file it?

ANSWER: No specific information would be used unless the children showed interest in a certain job or jobs. Then committees could be formed to investigate these jobs and reports made.

QUESTION: How will you evaluate the program and determine whether this program is meeting aims?

ANSWER:

1) Immediate evaluation of science information can be gained by teacher-made tests and observed interest among the students.
2) Long range evaluation could be made by having controlled grouping and watching these children develop through their school years. Present research shows that scientific occupations are chosen at this level.

JUNIOR HIGH SCHOOL LEVEL

QUESTION: What are the aims, goals, and purposes of vocational or educational guidance at the junior high level?

ANSWER:
1) To help the individual pupil to know and understand himself better.
2) To make attendance more objective and meaningful to students.
3) To broaden the students' knowledge of vocational occupations.

QUESTION: Why have a program of this sort at this level? Is there a need for it and how do you know?

ANSWER:
1) So student can relate himself to possible vocational occupations.
2) Many employers refer to school records of attendance.
3) Increase the range of student acquaintence of occupations.

QUESTION: What should the specific goals be in terms of behavior?

ANSWER:
1) An understanding of the pupils' aptitudes, talents, and interests, and their use to the greatest potential for the benefit of the pupil in society.
2) Near perfect attendance and deeper interest and loyalty to school because this could transfer to a work situation.
3) Decrease discrimination as regards some occupations and those that participate in them.
4) Promote self-motivation in investigation.

QUESTION: State the goals of the program in terms of students' behavior which are measurable and observable.

ANSWER:
1) Tests, counseling and attendance records.
2) Readings, reports and class participation.

QUESTION: How should students of a program of this sort differ from those without such a program?

ANSWER: 1) They will begin to recognize vocational opportunities and limitations as they relate to themselves.

2. Greater dependability.

3. They will be more informed and have greater maturity.

QUESTION: What tests would you use at each level and explain for what they are to be used? How will their use contribute to the aims, goals, and purposes? What evidence do you have for their validity?

ANSWER: 1) The Stanford Advanced Battery and the Differential Aptitude Tests could be given in 8th grade. Ability or I. Q. tests could be given in individual cases as needed or desired. Teacher-made tests are also desirable.

2) They will indicate areas of likely success in high school and in vocations. They can also be used to determine levels of understanding.

3) They contribute to self-direction in the tentative stage.

4) Validity of the Stanford is found under primary. The validity for the Differential Aptitude Test was found in the Fifth Mental Measurement Yearbook, 1959, on pages 671-676 in an article by John B. Carroll. He says that at the present time, the DAT constitutes the best foundation battery for measuring the chief intellectual abilities and learned skills which one needs in high school counseling. Super also considers the DAT as ready for use in counseling.

QUESTION: What general information would you use at this level?

ANSWER: A continuing of occupational information through a special course usually titled "Occupations".

QUESTION: What function will the information serve?

ANSWER: 1) To provide available factual information with projected interpretations for the future.

2) To focus attention on problems of educational planning of high school subjects.

3) To emphasize the broad groups of occupations to which the high school curricula may lead.

4) Courses for potential dropouts to help them or clarify their ideas concerning their vocational objectives as related to their aptitudes, abilities, and interests.

QUESTION: How would this information be transmitted to the students?

ANSWER: 1) By means of texts selected as a guide to meet the needs of the specific group.

2) By use of information media of a specific nature.

3) Taught by a trained counselor with a free hand to resources, such as films, plant tours, and conferences.

QUESTION: What information would be used specifically?

ANSWER: 1) Student investigation of local and regional employment opportunities.

2) Using audio-visual aids.

3) Personal contacts with representative occupations.

4) Personal counseling interviews.

QUESTION: How will you evaluate the program and determine whether this program is meeting aims?

ANSWER: 1) Short term evaluations could consist of testing, improvement of school marks, and better attendance.

2) Long term evaluations are difficult and time consuming; however, a follow-up study could be made through the school years and early working years.

SENIOR HIGH SCHOOL LEVEL

QUESTION: What are the aims, goals, and purposes of vocational or educational guidance at the intermediate level?

ANSWER: 1) Helping the student grow in self guidance and individual maturity.

2) Helping the student to know himself better.

3) To establish a placement and follow-up service within the Guidance Department.

QUESTION: Why have a program of this sort at this level? Is there a need for it and how do you know?

ANSWER: 1) Student is reaching the age where he will have to make decisions concerning his future vocational life.

2) To better the guidance program and curriculum of the school.

QUESTION: What should the specific goals be in terms of behavior?

ANSWER: 1) Student shows evidence of self directed investigation or experience in occupational opportunities of the community.

2) Student makes decisions on the basis of his knowledge.

3) To provide work experiences in part-time, summer and permanent employment under school supervision.

QUESTION: State the goals of the program in terms of students behavior which are measurable and observable.

ANSWER: 1) Through counseling, observation and follow-up.

2) Student shows evidence of more maturity.

3) Satisfaction of the employee and the employer.

QUESTION: How should students of a program of this sort differ from those without such a program?

ANSWER: 1) Social and personnel adjustment.

2) More maturity when it comes to vocational choice and responsibility as a worker.

QUESTION: What tests would you use at each level and explain what they are to be used for? How will their use contribute to the aims, goals, and purposes? What evidence do you have for their validity?

ANSWER: 1) The D.A.T. and the individual subject achievement test in classes where the teacher would like to use them. The College Board test should be available for any student that wishes to take it. Other tests could be given if the counselor thought they would help him to understand the student better. Questionaires could be used for follow-up studies.

2) Student and counselor alike can use these tests if they want to. The student can "see" himself better and the counselor can learn something about the student so he can help in counseling.

3) Validity for D. A. T. is found in the Fifth Mental Measurement Yearbook in an article by John B. Carroll on pages 671-676.

QUESTION: What general information would you use at this level?

ANSWER: 1) Brochures and bulletins describing various types of vocations.

2) Talks by personnel in various fields.

3) Career and College Days.

QUESTION: What function will the proposed information serve?

ANSWER: 1) To give the undecided student various fields to consider.

2) To substantiate the choices of the students.

QUESTION: How will the information be transmitted to the student?

ANSWER: Convocations, meetings, bulletin boards, conferences.

QUESTION: TO INFORM:

1. What kinds of jobs are open to graduates from high school, college, and dropouts.
2. What are the requirements for these jobs in the way of effort, preparation, and attitudes.
3. What are the assets and weaknesses concerning pay and fringe benefits, working conditions, worker's like and dislikes, future opportunities, relationship to other jobs and workers.

QUESTION: What function will the proposed information serve?

ANSWER:
1) To make students aware of their needs.
2) To enforce concept of necessity of high school completion.
3) To enable the student to make wiser choices.
4) To give students a rational and more accurate view of occupations and their relationship to his individual needs.

QUESTION: How will the information be transmitted to students?

ANSWER:
1) In every case this would be in a course in occupational information.
2) In additional counseling of the individual
3) Group projects
4) Tours of industry, business, etc.

QUESTION: How will you evaluate the program and determine whether this program is meeting aims?

ANSWER:
1) Short term evaluations can be made through testing, individual counseling, reduction of student program changes, improvement of marks, and better attendance.
2) Long term evaluations can be made by use of longitudinal case studies of individuals, experimental control groups and the ever difficult follow-up study ranging from one to five years or more.

A GUIDANCE PROGRAM FOR CHOOSING TECHNICAL TRAINING INSTITUTIONS

The correspondence, vocational, and technical schools which recruit in Vanderburgh County are exerting pressure to come into the local high schools to explain their programs. Many of these schools have much to offer to the high school graduate and dropout. Others appear to be motivated by profit and show little concern about the student's welfare.

The problems which have resulted from this situation are these: how can the school weigh the motives of the institutions; how can the high school help students choose the school for which he is fitted; should the high school give students' names to the institutions' representatives; if the institutions are invited in, when is the best time and where is the best place?

In addition to the above problems, our school is vulnerable to the arguments of the representatives because we do not adequately meet the needs of our non-college bound students in this area. To cope with these problems, it is necessary for the school to develop guidelines to meet these needs. Below is a suggested program:

The philosophy behind the program should not violate the general philosophy of the school; it must be child centered. The guidance program for choosing technical training institutions must be designed to give each individual student the kind of information that will enable him to make the best possible choice for himself.

First consideration should be given to the time and to the place. From an administrative point of view, it would be easier to have a program in the evening and forget about it. This would not require school time, and it would not conflict with any other part of the school's program. This is enticing, for it avoids problems, but it would also keep the students away. Many of the non-college bound students are not interested enough to make another trip to the school.

The first step in the program would be to introduce explanatory material as a part of the vocational guidance unit which is taught in the social studies classes on the freshman level. This acquaints all students with the advantages and disadvantages of these institutions.

A representative from each type of institution would be invited into the school to explain the kind of training the schools offer. This presentation would be made to the sophomores who are enrolled in business, homemaking and shop classes. This explanation would be brief; it would be general; and it would be made to all of these students as a group.

A special program would be arranged at a different time for the juniors and seniors who are enrolled in the business, homemaking, and shop classes. The students would be given an opportunity to choose in advance the type of school they are interested in. Those of the same interest would meet as a group with the person representing the institutions.

Some guidelines to consider are as follows:

1. Each student would be given a check list to use in evaluating the type of training discussed by the representative.
2. Students' names would not be given to the representatives.
3. Representatives would not be permitted to sell a particular institution to the students.
4. If trade unions and government services wish to participate in the program, they should be permitted.
5. Counselors would make a followup with each student who attended the conference and go over the check list, making sure that the student

understood it.

6. Parents would be urged to attend the conference and followup.
7. Students on the college prep lane may attend the conferences if they declare an interest.

SUPER'S THEORY OF OCCUPATIONAL CHOICE*

1. People differ in their abilities, interests, and personalities.
2. They are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational preferences and competencies, the situations in which people live and work, and hence their self concepts, change with time and experience, making choice and adjustment a continuous process.
5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.
6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.
7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.
9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.
10 Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

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*Super, D. E., "A Theory of Vocational Development, " American Psychologist, 1953, S, 185-90.